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17. ABSTRACT (MAX. 250 WORDS)

Objectives of the social studies curriculum for kindergarteners were to develop attitudes of cooperation, creativity, scientific attitude, responsibility, social concern, and self respect. Skills to be developed included: solving problems; using research techniques; utilizing reference and communication skills; interpreting cartoons, charts, pictures, graphs, and tables; developing a sense of time and chronology; interpreting maps and globes; observing accurately; and participating in group activities.

The unit areas of the course were based on the immediate environment with emphasis on the relationships between the home, the school, and the neighborhood. The unit on the home dealt with how the family members are related, how the family works and plays together in the home, and the contributions of each member to the welfare of the whole family. Through an understanding of the school and the interrelationships of the individuals in it, the school unit was to teach the child the meaning of good citizenship. In the final unit, the neighborhood, the emphasis was on the activities performed that are necessary for living together and on the responsibilities of the individual to the neighborhood community.

Teachers were to provide the children with learning experiences that dramatize the concepts being taught. To engender interest in the subject matter of each unit, such introductory activities as viewing films, collecting pictures to be displayed in the classroom, and story telling were suggested. Examples of developmental activities, which provided for the assimilation of the generalizations and the development of the skills and attitudes of the unit, were: drawing pictures; dramatizing poems; doing finger-plays; singing; taking field trips; and acting out a situation in the family, the school, or the neighborhood. Specific songs, poems, books, records, films, and other teaching aids were listed.

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YOLO COUNTY

SOCIAL STUDIES

COURSE OF STUDY

ED002695

TEACHING UNITS FOR *KINDERGARTEN*

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CURRICULUM LABORATORY
721 Capitol Avenue, Room 455
Sacramento 14, California

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SOCIAL STUDIES TEACHING UNITS FOR YOLO COUNTY

Kindergarten Through Grade Eight

Adopted by

YOLO COUNTY BOARD OF EDUCATION

June, 1964

Doyle Reed, Chairman
Mrs. Emiline K. Faye
Mrs. Betty Bloom
Frederick B. Holmes
Mrs. Betty Robinson

MARTIN A. CABALZAR

County Superintendent

Yolo County
702 Main Street, Woodland, California

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TEACHING UNITS FOR KINDERGARTEN

How Does a Family Live Together at Home? K.1

How Do We Live and Work Together at School? K.2

How Do We Live and Work Together in Our Neighborhood? K.3

ACKNOWLEDGMENTS

The Social Studies Course of Study and Teaching Units evolved over a period of four years in a cooperative effort of the school districts in Yolo County as a part of the Yolo County curriculum study coordinated under the auspices of the Office of the County Superintendent of Schools. The development of the Social Studies Course of Study was undertaken as one part of a twelve-year plan of joint curriculum development projects. The plan was adopted by the Yolo County Curriculum Council and Yolo County Principals Council and approved by the Yolo County Superintendents Council in February, 1961, and outlines a cooperative effort between districts and the County Office in several areas of the curriculum.

Study of the social studies was proposed in 1959 and undertaken officially during 1960. The project has gone from study and research to writing and publication of teaching units and course of study. The next phase of development will be use in the schools and evaluation of the work done so far.

Dr. Lelia Ormsby, Professor of Education at Sacramento State College, and now Professor Emeritus, served as consultant for the entire project.

Special appreciation and acknowledgment is expressed to Sacramento State College and to the nine writers who were involved in the project to write the units for kindergarten through grade eight. The college, in accepting a project that presented many unique features in master theses, made possible an experience of a truly joint effort of all concerned. The perseverance of the writers in meeting the requirements of the college for master degree candidates and at the same time meeting the exacting requirements of what was to be used by the teachers in Yolo County as teaching units, overcame many obstacles and devoted many hours to preparation and writing.

The cooperation of the school districts within Yolo County made this entire project feasible. While it is impossible to list all the services of each district concerned, it is appropriate to express appreciation to at least three districts that are recognized as deserving special mention. The Washington Unified School District made available to the project not only personnel for summer workshops and for writing, but also facilities for the summer demonstration school of 1963, and meeting places for the many meetings and workshops that took place during the entire project. Mr. J. A. Misfeldt, Superintendent, and Mr. Rudy Jakosa, Curriculum Coordinator, deserve a special word of commendation for their understanding and encouragement.

The Woodland School District has supported the project and has been actively involved in the cooperative curriculum project through personnel for summer workshops, teachers for the demonstration school, and writers for the units. Appreciation is expressed to Mr. Kenneth Johnson, Superintendent, and to Miss Helen Nash, Curriculum Coordinator, for the continued cooperation of the district and for their personal interest in the project.

Plainfield Union School merits acknowledgment for the interest, cooperation, and time invested in the project. The governing board has been generous in their understanding of the increased responsibilities of the principal, Mr. Ralph Stevens, in participating in the project, and for making it possible for one of the teaching staff to participate in the demonstration school.

The official and continued interest of the members of the Yolo County Superintendent's Office has been of great assistance in providing continuity of the project and in providing material necessities. In this respect a special word of appreciation is due Mr. Charles Keaster, Assistant Superintendent, for the impetus given the project and for his personal and professional interest as well as his ability to organize and provide the materials and personnel necessary for the completion of the project in its final form.

Mrs. Madge Young is deserving of recognition as the continuing director of the project and as coordinator of the writers with the Sacramento State College and the Yolo County Schools Office. Her untiring efforts in planning the many phases of the summer demonstration school and of the project made possible successes for all concerned.

Both Mrs. Betty Milligan, County Schools Librarian, and Mr. Jack Cooper, Director of Audio-Visual Services in Yolo County, have given freely of their services not only in providing assistance to the county staff members but also in furnishing unlimited resources to the project writers and to the staff of the summer demonstration school.

As mentioned before, Dr. Lelia Ormsby has served throughout the project. Dr. Ormsby has been associated with the social studies program in Yolo County over the past decade as consultant to the County Office. During the current social studies project she has served as consultant again, as co-director of the Summer Demonstration School in 1963, and then as chairman of the master thesis project for the nine project writers. The social studies program in Yolo County has been enriched by her keen insights and her concern for a good program. She is respected by all, both professionally and personally for the fine contributions she has made over the years and especially to the current project. Her contribution to this project is deeply appreciated.

There have been several steps that have marked key milestones in the progress of this social studies project. The contributions of each person connected with the various workshops, demonstrations, and writings is acknowledge and appreciated. So that the reader may see the scope to which these materials have undergone scrutiny in Yolo County during the many stages of the evolvement of the project, the following names of people who have been involved and have been grouped under the various stages of development.

Summer Workshops Sponsored by the County Office and Participating Districts During 1960 and 1961. The ground work for the development of the units was laid during these workshops. (Dates appearing after each name signify the date of participation.)

Dr. Lelia Ormsby, Consultant (1960-61)	Sacramento State College
Mrs. Madge Young, Director (1960-61)	Yolo County Schools
Neil Cavender (1960)	Washington Unified
Jack L. Cooper (1960-61)	Yolo County Schools
Mrs. Erleen Culver (1960-61)	Washington Unified
Bob Clark (1961)	Washington Unified
Mrs. Nancy Gardner (1960)	Yolo County Schools
John Grech (1960)	Washington Unified
Charles W. Green (1961)	Washington Unified
Rudolph A. Jakosa (1960-61)	Washington Unified
Charles W. Keaster (1960-61)	Yolo County Schools
Mrs. Betty Milligan (1961)	Yolo County Schools
Bob Munn (1961)	Washington Unified
Miss Helen Nash (1961)	Woodland District
Jack J. Potter (1960-61)	Yolo County Schools
Bob Rodseth (1960)	Washington Unified
Paul Plowman (1961)	Washington Unified
Russ Whitzel (1960)	Davis District
C. L. Underwood (1960)	Woodland District

Summer Demonstration School Held in 1963 as a Cooperative Effort of the Yolo County Schools, Washington Unified District, and Sacramento State College. It was during this demonstration school that trial use was made of samplings of the teaching units at each grade level, first through eighth. Many resource people made contributions toward the success of the demonstration school. The ninety-six teachers who attended as observers made numerous fine suggestions and criticisms which were later incorporated to modify the teaching units. To all of these people, unnamed here because of space limitations, go our profound thanks. Those listed here as Master Teachers continued to work in their own schools after the summer demonstration school with writers and others connected with the project. To these teachers a special word of commendation for their excellent demonstration teaching and their continuing efforts to assist in making refinements in the teaching units is acknowledged.

Miss Imelda Rooney, First Grade	Plainfield District
Miss Helen Nash, Second Grade	Woodland District
John Davis, Third Grade	Woodland District
Mrs. Shirley Lantz, Fourth Grade	Davis Joint Unified
Mrs. Lois Vriend, Fifth Grade	Washington Unified

Robert Coogan, Sixth Grade	Washington Unified
Charles Green, Seventh Grade	Washington Unified
Wilbur Curtis, Eighth Grade	Washington Unified
Mrs. Madge Young, Co-Director	Yolo County Schools
Dr. Lelia Ormsby, Co-Director	Sacramento State College
Neil McGillivary, Principal	Washington Unified

The difficult and time-consuming effort of the nine project writers must, in the final word of acknowledgment be recognized and applauded. To them fell the task of getting many directions and, in the final analysis, sifting from the multitude of facts, attitudes, concepts, and generalizations those that were appropriate at the grade level; those items that were the major points or facts to be made and which pointed toward the goal of the generalizations that must be finalized throughout the teaching unit. All of the writers have been successful teachers, have served and are serving in administrative positions in Yolo County, and during the demonstration school some proved their skill in the art of teaching. Above all, these nine writers have been dedicated to the ideal that they have made available to the teachers of Yolo County some teaching units in the social studies that could serve as spring-boards to the skillful teacher so that the research and the painstaking construction that goes into a unit could save the time of the teacher using the units and thus free the teacher to be creative in expanding and adapting after these basic concepts and generalizations have been mastered by a class.

Charles W. Green, Kindergarten	Washington Unified District
William R. Linford, Grade One	Woodland District
Erleen G. Culver, Grade Two	Washington Unified District
John C. Davis, Grade Three	Woodland District
James C. White, Grade Four	Washington Unified District
Ralph L. Stevens, Grade Five	Plainfield District
Neil A. McGillivary, Grade Six	Washington Unified District
Rudolph A. Jakosa, Grade Seven	Washington Unified District
Neil C. Cavender, Grade Eight	Washington Unified District

The final result of this course of study and teaching units will rest in the hands of the individual teachers who use it. The teaching units will serve the teachers as they go about the tasks of inspiring pupils in enlarging their horizons in the social studies. It is hoped that teachers will assist us in the further development of the units as they use them and as they participate in the many workshops that will revolve around the teaching of the social studies. These units cannot remain forever unchanged. The cooperative effort of the many people who have made possible these first efforts will be re-doubled by the positive and constructive effort of the practicing teacher in the classroom to whom we look for further guidance in modifying the units to reflect a dynamic social studies program in Yolo County.

MARTIN A. CABALZAR
County Superintendent

Charles W. Keaster
Assistant Superintendent
June, 1964

SOCIAL STUDIES IN YOLO COUNTY

A Point of View

To educate for responsible citizenship is a primary charge of the social studies. The citizen of today needs many skills but he also needs a sense of responsibility and a deep knowledge and appreciation or our democratic way of life. He needs too, to understand the problems faced by this nation as it undertakes leadership in a rapidly changing world. There is a crucial need for a world-minded citizen--a citizen who has respect for other people as well as a willingness and desire to understand other peoples of the world and their ways of life. Understanding is built upon knowledge. To discharge a citizen's responsibilities requires development of the desire for continued learning, decisions based upon the accumulation of facts, interest in other people, recognition of the value and contribution of individual effort. These are the areas in which the social studies may make their greatest contribution to the education of the citizen.

The Social Studies Framework for the Public Schools of California, adopted by the State Board of Education, 1962, forms the basis for building local courses of study. The Framework gives direction to educational planning at all levels of instruction from kindergarten through the twelfth grade. The goals of understandings for the social studies which are stated in the Framework are the basic ideas (generalizations) from the social sciences--geography, history, anthropology, sociology, political science, economics, social psychology and philosophy.

Following intensive study through a county-wide curriculum development project in social studies, a series of teaching units for Yolo County, designed to accomplish the objectives stated in the Framework and based upon the broad objectives of social studies, has been written for kindergarten through grade eight. These units, organized around problems, are plans for teaching and state the objectives to be attained in terms of generalizations, attitudes and skills.

Basic Considerations in Developing the Units

The Yolo County Course of Study and Teaching Units are issued as two separate volumes. The first volume, the Yolo County Course of Study, gives an overview of the general point of view of the social studies in Yolo County, together with a summary of each of the teaching units, and several charts showing the concentration of the scope and sequence, the concepts and generalizations and the skills developed. This first part will give teachers the "over-all" look at what precedes his grade and what comes after his grade. The second volume, containing teaching units for a specific grade, is designed for teacher use. To use the units contained in the second part effectively, an explanation and understanding of the ideas upon which they are based will be helpful.

Description of a Teaching Unit. A teaching unit is a plan organized around a problem which states the objectives to be attained (generalizations, attitudes and skills), the importance of the problem, the content, the activities deemed to be the essential minimum (initiatory, developmental, evaluative and summarizing), and the instructional materials necessary for the fulfillment of the plan.

Sequence, or Themes, and Major Areas of Study. The State Framework calls for certain major areas of study grades kindergarten through twelve. For this course of study, restricted to grades kindergarten through eight, the following have been utilized.

Kindergarten: The Immediate Environment: Relationships of the Neighborhood to Home and School

Grade One: The Home, School, and Community: Responsibilities and Services

Grade Two: Our Community and City: The Interrelatedness of Community Life

Grade Three: Effect of Growth and Change on Communities: Differences Among Communities in the State, in the Nation, and in the World

Grade Four: California: Its Relationship to the Western States, the Nation, and the World

Grade Five: The United States: Its Growth and Development; Its Future as a World Power; and Its Relationships With Canada

Grade Six: Overviews of Global Geography of the World and Study of Life in Latin America

Grade Seven: Life in the World Today: The Mediterranean Area and the Middle East; Europe; and the European Backgrounds of the United States

Grade Eight: The United States and Our Heritage

Scope Areas. These are a list of basic human activities in which people of any culture and time engage--namely: communicating facts, ideas, and feeling; educating; expressing religious impulses; organizing and governing; producing, exchanging, distributing, and consuming food, clothing, shelter, and other consumer goods and services; protecting and conserving life, health, resources, and property; providing recreation; transporting people and goods; providing for esthetic expression; and creating and producing tools, technics, and social arrangements.

Attitudes Developed. Six attitudes have been developed in the teaching units. Over a number of years the social studies in Yolo County have been based on six basic attitudes which have undergone extensive experimentation and have been drawn from the professional literature. These have been incorporated into the present units. These attitudes are: cooperation, creativeness, responsibility, scientific attitude, self respect, and social concern.

Skills Developed. The skills built into the teaching units underwent careful study and experimentation. Eight major skill categories have been identified: developing a sense of time and chronology (historical skills); interpreting cartoons, charts, graphs, pictures and tables; interpreting maps and globes; observing accurately; participating in group undertakings; developing critical thinking (problem solving skills); practicing reference and communication skills; and utilizing research skills. The development of these skills has been incorporated in the learning experiences at all grade levels.

Basic Considerations for Using the Units

The units contained in the Yolo County Course of Study and Teaching Units have been made available to the teacher as a carefully designed teaching plan for the minimum generalizations hoped for from each child with the ways and mean to help children and teachers plan implementation with additional generalizations listed for enrichment.

Significance of the Unit. Each unit contains a section pointing out the significance of the unit. The objectives for the unit are stated in terms of generalizations quoted from the State Framework and have been supported by statements researched from social sciences and reported in a series of doctoral dissertations at Stanford University entitled "Social Science Generalizations for use in the Social Studies." These generalizations are abstract. The "big ideas" contained within these statements represent the end product of accumulated study in the social sciences. Therefore, the ideas contained within the combination which are pertinent to the grade level have been stated in what has been termed "concrete statements." The concrete statement is the "idea" or portion of the "big idea" upon which the grade level activity has been focused and toward which the teacher teaches.

Concepts Developed. The concepts which need to be developed within the generalizations have also been listed in the unit to help the teacher identify ideas which must be gained or clarified before the pupil can grasp the generalization.

Attitudes and Skills. As each unit could not develop all the attitudes and skills which have been identified for use in the units, those which have been used in the unit have been listed. A skeletal over-view of content is a part of each unit.

Organization of the Teaching Unit. The teaching-learning part of the unit is contained in the section entitled "Learning Experiences." This section has been designed to give direct assistance to the teacher. Following the introductory activities, the learning experiences have been planned as developmental experiences and therefore, the activities have been numbered in sequence. Each experience has been focused upon the development of one generalization, one skill and one attitude. Although it has been recognized that some experiences may develop more than one idea or skill or attitude, the teacher, by focusing upon one of these at a time, may more easily discern whether the desired objectives have been attained. Summarizing experiences follow the developmental activities.

Evaluation. Evaluation is an essential part of learning. Evaluation precedes learning as well as follows a learning experience. The learning experiences therefore, have included at least one of evaluative nature to help the teacher determine whether or not the generalization toward which the learnings have been pointed have been achieved and whether the class is ready to proceed or needs further learning in the specific area.

Enriching Generalizations. Generalizations have been included for enrichment in order that the teacher might extend or individualize learning experiences for the class. No attempt has been made to translate the enriching generalizations into concrete statements suitable for the grade level, nor have learning experiences been developed for them.

Book and Audio-Visual Materials. The materials lists have been carefully screened for use in each unit and will be issued separately. The lists will be kept up to date. As new materials are added they will be placed in the materials lists. When a reference in the list has been replaced by a newer addition or more up-to-date information, a substitution will be made on the list. The numbering sequence of each item referred to in the body of the unit, however, will remain the same. This is possible because of the unit scheduling system in Yolo County. The materials list for each unit is sent to the teacher when the next unit is to be taught and is requested.

Need for Continued Research. Even though the units have been developed through research, effort, and classroom trial, it is recognized that revision will be needed. Teachers are asked to follow each unit as it has been written as closely as possible. Suggestions for changes or for alternate activities should be noted. The consultant or principal, or the Yolo County Schools Office should be notified of these suggestions.

SOCIAL STUDIES UNIT

KINDERGARTEN

HOW DOES A FAMILY LIVE TOGETHER AT HOME?

K.1

HOW DOES A FAMILY LIVE TOGETHER AT HOME?

I. Significance of the Unit

A. Importance

The theme or center of interest for kindergarten social studies is the immediate environment with emphasis on the interrelatedness of the neighborhood to the home and to the school. This unit emphasizes the interrelatedness of family life within the home. The primary aim of this unit is to help the child understand how the members of the family are related, how the family works and plays together in the home, and what each member of the family contributes to the welfare of the family group.

Kindergarten children will differ in many ways but they are certain to have one thing in common--each child comes from a home where he has acquired some understanding of his role in the family group. It is natural that the theme for kindergarten is the immediate environment because the family community is the world with which the child is most familiar. The social studies program must begin where the child is and in the case of the kindergarten child it is the home and family. This unit is designed to capitalize on the child's interest in the "here and now" of his immediate environment and to extend his interest so he will be eager to explore new and different phases of his environment.

In addition to the above values, the study of the family unit is important because of the far reaching ramifications of family life. The family group is the oldest and the most basic unit of society. It is, by far, the most important primary group in society. The family continues to be a center of authority in all parts of the world and the family relationship (man to wife) tends to be the ideal one in society. What happens in the family makes a great impression upon the child and his or her later life. Relationships within the family have an affect not only upon the way people live together but also upon the way they relate themselves to people outside the family group. In spite of the differences among families of the world they have many things in common. The individual's family problems of earning a living, decent housing, adequate food supply, and good medical care are also the problems of mankind living in one world.

The social studies units for this grade level have been planned in such a manner that no particular sequence is necessary or desirable. This twelve-week unit is one of three planned for the kindergarten. Other units of study in the kindergarten, which may precede or follow this one, include:

How Do We Live and Work Together at School? (14 weeks)
How Do We Live and Work Together in Our Neighborhood? (12 weeks)

B. Geographic Significance

Through the study of this unit, kindergarten children will broaden their concept of the family group and become better oriented with their immediate environment. They will begin to relate themselves to their individual homes and to the homes in the neighborhood and community. They will develop an awareness of the various street locations, order of homes on the streets, and the types and locations of homes in the community.

II. Objectives

A. Generalizations

Major generalizations selected for development in the unit are listed below as abstract and concrete statements. The abstract statements were selected from the California State Framework for the Social Studies indicating a synthesized statement of the framework followed by a supporting generalization from a social science discipline. These in turn are supported by selected Stanford Study generalizations indicating the scope area from which each was drawn.

The concrete statements are the supportive Stanford Study scope area statements reworded in terms appropriate to the kindergarten program. They are listed in the order of appearance in the unit.

1. Abstract Statements.

1.1 Interdependence is a constant factor in human relationships. The realization of self develops through contact with others. Social grouping of all kinds develop as a means of group cooperation in meeting individual and societal needs. (5)

- 1.11 Human beings are creatures of self-interest. For democracy to function, self-interest cannot be the dominating force. Rather, it must be curbed in favor of public interest. (This does not imply conformity.) (Political Science-57)
  - 1.111 Individuals are of great importance but the importance stems from their actual or potential relationships to groups. (Organizing and Governing-125)

1.112 Man is by necessity social. That is to say, each individual must interact with others in order for both to survive and to acquire distinctively human behavior. (Organizing and Governing-159)

1.12 Each individual is a member of several social groups, each of which helps to satisfy his needs. The child starts life as a member of a family but soon establishes membership in a school, a neighborhood play group, a church, and other groups. As he matures, he extends his membership into a great variety of groups. (Psychology-96)

1.121 It is clear that man never lives by himself. He belongs to a family. . . . (Organizing and Governing-126)

1.122 Human beings strive for goals, but the striving is not an individual matter. Since individuals are in groups, the behavior of each individual is affected by the behavior of others. (Organizing and Governing-168)

1.2 Because man must use natural resources to survive, the distribution and use of these resources affect where he lives on the earth's surface and to some extent how well he lives. The level of his technology affects how he produces, exchanges, transports, and consumes his goods. (18)

1.21 The kinds of climate, soil, native vegetation and animals, and minerals influence the nature and extent of man's achievements within each region. The amount and kind of food needed for health varies with climatic conditions and man's technology. (Cultural Geography-21)

1.211 All men have some techniques for the gathering or production of food, for the building of shelters and the making of clothing for manufacturing tools and containers, and for transporting their belongings. (Producing and Exchanging-13)

2. Concrete Statements

The encompassing generalizations for this unit have been adapted for kindergarten. They appear here in sequence as they have been developed in the unit. For reference purposes the abstract generalization from which each has been drawn has been indicated by the number following the statement.

2.1 Everyone living in the home is a member of a family. Relatives are also part of the family group. (1.121)

2.2 Members of the family are interdependent and each member has a responsibility for the welfare of the family group. (1.111)

2.3 The family participates in many activities; the type of activity is determined by the individual family structure and environment. (1.122)

2.4 The health and safety of the family is everybody's responsibility. (1.112)

2.5 Everyone lives in a home but all homes are different. Many homes are houses but many homes are also tents, motels, trailers, and apartments. (1.211)

3. Concept Words

The following concepts are contained in the preceding restated generalizations. Care should be taken to assure development of these concepts as they relate to the larger idea of relationships among concepts.

activities
apartment
family
healthy
home
house
interdependent
motel
participate
relatives
responsibility
safety
tent
trailer
welfare

B. Attitudes

Aspects of three attitudes will receive major emphasis in this unit. The attitudes are responsibility, cooperation, and creativity.

1. Responsibility. Children will experience responsibility by having opportunities to complete obligations; such as, picking up toys, and blocks; bringing materials for class projects; following rules for safety and following directions.

2. Cooperation. Children will be provided opportunities to follow directions, consider others, respect the rights of others, and in planning and taking field trips.

3. Creativity. Children will be encouraged to create through drawing, painting, music, creative dance, rhythms, dramatizations, and expressing own ideas.

C. Skills

Aspects of these skills will receive major emphasis in this unit. The skills of observing accurately, reference and communication skills, and research skills should be most strengthened in this unit.

1. Observing Accurately. Children will be provided with opportunities to observe and relate their observations to the group.

2. Reference and Communication Skills. Children will be provided opportunities to report orally, participate in discussions, tell experiences and events in a logical sequence, follow directions, to listen for general information and for some detail.

3. Research Skills. Children will be locating information from various sources and organizing this information into charts and diagrams.

III. Content Overview

A. The Family

1. Who lives in a home
2. How families are different
3. Animal families

B. Family Interdependents

1. How parents and adults with whom we live help us
2. How brothers and sisters help us
3. How we can help other members ot our family

C. Family Activities At Home

1. How families spend their time together
2. How we entertain visitors in our home

D. Family Pets

1. Kinds of animals families have as pets
2. What we can learn from pets
3. How to keep our pets happy and healthy

E. Family Health And Safety

1. How we can make our home a safe place to live
2. How we can keep ourselves safe
3. How we can make our home a healthy place to live
4. How we can keep ourselves healthy

F. The Home

1. Types of homes in our neighborhood
2. Animals also have homes
3. Why we have homes
4. Why the rooms in a home are different
5. Why homes have different numbers

Generalizations	Skills and Attitudes	Content
Please note: Numbers following statements refer back to generalizations listed under Objectives II A-2.	Please note: Numbers following statements refer back to attitudes and skills listed under Objectives II B and II C.	Please note: The content outline is only skeletal.
Everyone living in a home is a member of a family organization that changes from time to time. Relatives are part of the family. (2.1)		Who lives in a house
	Reference and Communication. Children will report to the class their experiences. (C-2)	

IV. Learning Experiences

A. Introductory Activities

Initiatory activities should be considered as activities that half engender a climate and an interest in the problem of this unit. To attain these aims, children may participate in one or more of these activities.

1. View a film (such as Audio-Visual 1) and discuss what constitutes a family. (This will assist the teacher to evaluate the general knowledge of the class concerning the family group.) (Evaluative)

2. Collect pictures of families to be arranged as classroom environment. Look in old magazines and newspapers for pictures. (Teacher may provide the old magazines for the children to explore for family groups.)

3. Bring any available photographs of their family or individual members for display on the bulletin board or a chart.

4. Listen to a story, (such as Book 1 or 3) then talk about the story and raise questions that will stimulate the children to want to find out about families.

B. Developmental Activities

Developmental activities are a sequence of activities that are planned to provide experiences for children to assimilate the generalizations and develop the skills and attitudes of this unit. Evaluative activities are appropriately spaced throughout this sequence.

1. Draw a picture of the people who live in your home, including yourself. (When finished have children identify each figure. As the child dictates the names, the teacher can print them. These should be used as room environment with a title, "My Family.")

2. Tell who lives in your home and something about them, including relatives and pets. (Teacher should look for opportunities to introduce such terms as aunt, uncle, cousin, and the like.)

Generalizations	Skills and Attitudes	Content
	Creativity. Children will create rhythms and dramatize poems. (B-3)	

3. Dramatize action poems or do finger-plays about the family, such as:

Action Poem

(Teacher may choose children to be members of the family. Let children have turns until all have participated.)

This is mother so kind and dear
This is father so full of cheer,
This is brother so straight and tall
This is the family, both great and small.

Action Poem

(Children dramatize poem as words direct--big step, dainty step, skip, and run.)

My daddy is big, my daddy is strong
And his steps are big and long
My mother's a lady, so dainty and nice,
When daddy steps once, my mother steps twice.
I hold both their hands and skip to keep pace,
I play I'm a pony running a race.

Finger-Play

This is my father, (Thumb)
This is my mother, (Index finger)
This is my brother tall. (Middle finger)
This is my sister, (Third finger)
Oh! How we love them all. (Hands together)

4. Select clothing from the "clothing box" and dress-up as a member of a family. Act out the part of that family member. (Evaluative)

5. Sing a song, such as one listed on the song list in the materials section, to learn about family members.

6. Plan a playhouse family and establish the family in the playhouse. (Teacher should limit the playhouse family to certain family members and observe children to see if they have obtained the concept of a "family.") (Evaluative)

Generalizations	Skills and Attitudes	Content
	Observing Accurately. Children will observe and relate their observations to the group. (C-1) Reference and Communication. Children will listen for specific information. (C-2)	How families are different
		Animal families
	Observing Accurately. Children will observe the film and relate their observations to their families. (C-1)	

Learning Experiences

7. Examine drawings and pictures of family groups and talk about the differences in families (size, appearance, those without fathers living at home, and the like). (Teacher should be sure that in the cut-out pictures of family groups she included some pictures of families who are not Caucasian.)

8. Listen to a story about an imaginary family (such as Book 5 or 8) and have the children tell how their family is similar or how it differs from the story family.

9. View a film (such as Audio-Visual 26 or 27) and talk about the family who lives in a different country and how it differs from our family.

10. Talk about the characteristics that are common to all family groups (father, mother, children) and those that are different (customs, dress, working parents, and the like). (Evaluative)

11. Talk about other families such as animals, fish and bird families. (Teacher should listen for pre-conceived concepts of animals.)

12. View a film (such as Audio-Visual 25, 29, or 12) to see what type of families the various animals have and how they are similar to their families.

13. Listen to a story about an animal family (such as Book 13).

14. Listen to poems about animal families, such as:

The Secret

We have a secret, just we three,
The robin and I, and the sweet cherry tree;
The bird told the tree, and the tree told me,
And nobody knows it but just we three.

But, of course, the robin knows it best,
Because he built the _______, I shan't tell the rest;
And laid the four little something in it
I'm afraid I shall tell it in a minute.

But if the tree and the robin don't peep,
I'll try my best the secret to keep;
Though I know when the little birds fly about
Then the whole secret will be out.

Generalizations	Skills and Attitudes	Content
	Cooperation. Children will cooperate in planning a group field trip. (B-2) Reference and Communication. Children will relate knowledge to the group. (C-2)	
Members of the family are interdependent and each member of the family has a responsibility for the welfare of the family group. (2.2)	Reference and Communication. Children will communicate their observations and experiences. (C-2) Responsibility. Children will contribute by bringing pictures to class. (B-1)	How parents or adults with whom we live help us
	Observing Accurately. Children will observe for specific information. (C-1)	

Learning Experiences

15. Plan and take a field trip to the local zoo or a farm to see the animal families you have discussed and heard about. (The teacher may wish to discuss with the children the family members they are to look for and how to recognize them.)

16. Talk about the roles of the various animal family members. Talk about such things as:

    a. What do the animal parents do for their babies?
    b. Who protects the young?
    c. Who provides the food?
    d. Who builds the home?

    Compare this to the role of your own family members. (Teacher may wish to use the study prints Audio-Visuals 50 thru 52.) (Evaluative)

17. Talk about ways your parents or adults with whom you live help you.

    a. Who provides the house?
    b. How does mother help you?
    c. Who gives you love and affection?

18. Collect and bring pictures for a chart or scrapbook of:

    a. Work mother does for the family?
    b. Work father does for the family?
    c. Work and play the family does.

19. View a film (such as Audio-Visuals 6 and 31) to see what father does for the family and how father's working contributes to the family welfare.

20. Discuss father's role as a family member and how each father works at a different job. (Teacher may want to show class Audio-Visuals 7, 8, and 9 dealing with different occupations.)

21. Paint pictures of what father does for you and tell the class what father is doing.

22. Examine the chart or scrapbook (activity 18) and talk about the things mother does for you.

23. Sing and act out a song about one of mother's tasks (such as Song 1).

Generalizations	Skills and Attitudes	Content
	Reference and Communication. Children will be contributing information to the group discussion. (C-2)	How brothers and sisters help us
		How we can help other members of our family

24. Dramatize mother's role of preparing food for the family. Prepare simple foods such as gelatin, dessert, puddings, or sandwiches. (Let children do the work. Use instant mixes then children have minumum time to wait for results.)

25. Talk about how brothers and sisters help us, how they share clothing, toys, and responsibilities with others. (For her own reference, the teacher may wish to list the items on the board as the children say them. This will also aid the teacher in understanding how the children see their brothers and sisters in relationship to themselves.)

26. Listen to a story (such as Books 7 and 10) to see what you can do to help other members of your family.

27. View a film (such as Audio-Visual 3, 4, or 5) to see what children can do to help the family.

28. Learn some poems about things we can do to be good helpers. Such poems as:

Says This Little Boy

Says this little boy, "Do I have to?"
And this one says, "Oh, dear!"
This one says, "In a minute,"
And this one panting, "I fear."
But this little boy, I do hope its you,
Says, "Here is your helper; now what can I do?"

Helping
(Action Poem)

I can dust and dust this way--
Helping mother clean, today,
Sweeping, sweeping with my broom,
Now I have a neat, clean room.

Generalizations	Skills and Attitudes	Content
	Creativity. Children will express their ideas by dramatization. (B-3)	

Wash Day
(Action Poem)

Here is a little washboard
And here's a wooden tub. (cup hands)
Here's a tiny cake of soap (fist)
And this is how we rub. (motion)

Here's the clothes line, way up high,
Where we hand the clothes to dry.
Through them blows the wind oo -- oo!
The sun is shining on them too.

Polite

Thank you, father,
Thank you, mother,
Thank you, sister,
Thank you, brother.
If I'm polite, you see,
Folks will be polite to me.

Doors

Doors can shut quietly, I know
And I try to close them so.
Just so softly as a mouse
I can come into the house.
Oh, I think it's fun to see
How tip-toe quiet I can be.

29. Dramatize or pantomine some of the things children can do to be good family helpers, such as:

    a. Empty waste baskets.
    b. Empty garbage.
    c. Set the table.
    d. Make the bed.
    e. Care for pets.
    f. Help mother shop.
    g. Watch the baby.
    h. Be patient while mother is busy.
    i. Water the garden.
    j. Others.

Generalizations	Skills and Attitudes	Content
	Cooperation. Children will be considering others and following directions. (B-2)	
The family participates in many activities; the type of activity is determined by the individual family structure and environment. (2.3)		How families spend their time together
	Research. Locating specific information for charts. (C-3)	
	Observing Accurately. Observing for information. (C-1)	

30. View a film (such as Audio-Visual 30 or 32) and talk about family members working together to get more accomplished. Discuss what father does to help mother, what mother does to help father, and the like.

31. Act out playhouse family roles of each family member. These members report to the class what jobs they did for the playhouse family. (Teacher should observe the children and see if they developed an appreciation of the contribution and responsibility of the family members. Do they share responsibilities?) (Evaluative)

32. Decide which days Daddy goes to work and which ones he stays home.

33. Tell about the things the family does when Daddy does not go to work. (Teacher must be careful not to show disapproval of activities of which she personally disapproves and she should find a good comment about each activity.)

34. Collect or draw pictures of various family members at play. Tell the class your own "once-upon-a-time" story about the picture.

35. Find picture of happy families to be used on a chart or in a big book--"How We Have Fun at Home."

36. View a film (such as Audio-Visual 2) about the activities in which family members might engage on Saturday. (This film shows work activities such as; painting, gardening, fixing dog house, and others.)

37. Learn a song (such as Song 10) and discuss how walking with members of the family can be fun.

38. Listen to a story (such as Book 9) about a family working and playing together.

39. Make a list of games that families can play together at home. (Teacher may want to write list on the blackboard and play a new one each day.)

40. Examine study prints (such as Audio-Visuals 48 and 49) and compare these activities with your "How We Have Fun at Home" chart (or book). (Evaluative)

Generalizations	Skills and Attitudes	Content
	Cooperation. Following directions and working with others. (B-2)	
	Cooperation. Planning with the group. (B-2)	How we entertain visitors in our home
	Creativity. Children will create puppets' action and will express themselves by use of the puppet. (C-3)	

41. Build another playhouse of blocks and let the playhouse families visit each other. Learn how to greet friends and visitors.

42. Plan a party in the playhouse and plan to invite others.

43. Use hand puppets to dramatize good social habits and manners.

44. Use the telephone to invite guests. Practice good telephone manners. Learn the parts of the telephone and which part we talk into. Listen for the dial tone.

45. View film (such as Audio-Visual 37) and discuss table manners.

46. Play the role of various members of the family greeting friends and guests, having a party, visiting other families, and the like. (Evaluative)

47. Recite a poem about a happy family, such as those below:

The Home

(Hand over fist, thumb is door)

This is the home where we're happy together
Open the door and there you can see
Mother and Daddy and Sister and Brother,
Busy and happy.

My Family

Because we are kind
And we love each other,
My mother, my daddy,
And my little brother;
We're busy and gay
And as glad as can be,
For we have a home
Where we're happy you see.

Generalizations	Skills and Attitudes	Content
		Kinds of animals families have as pets
	Responsibility. Collect and bring materials for class discussion. (B-1)	
	Creativity. Children will create with art materials. (B-3)	

Learning Experiences

48. Sing a song about pets (such as Song 5) and talk about what kinds of animals families have as pets.

49. Bring pictures (photographs or some from old magazines) of the kinds of pets you have or would like to have. (Teacher should have a sheet or two of oak tag placed in front of the room and when a child brings a picture he pastes it on the chart after his name.)

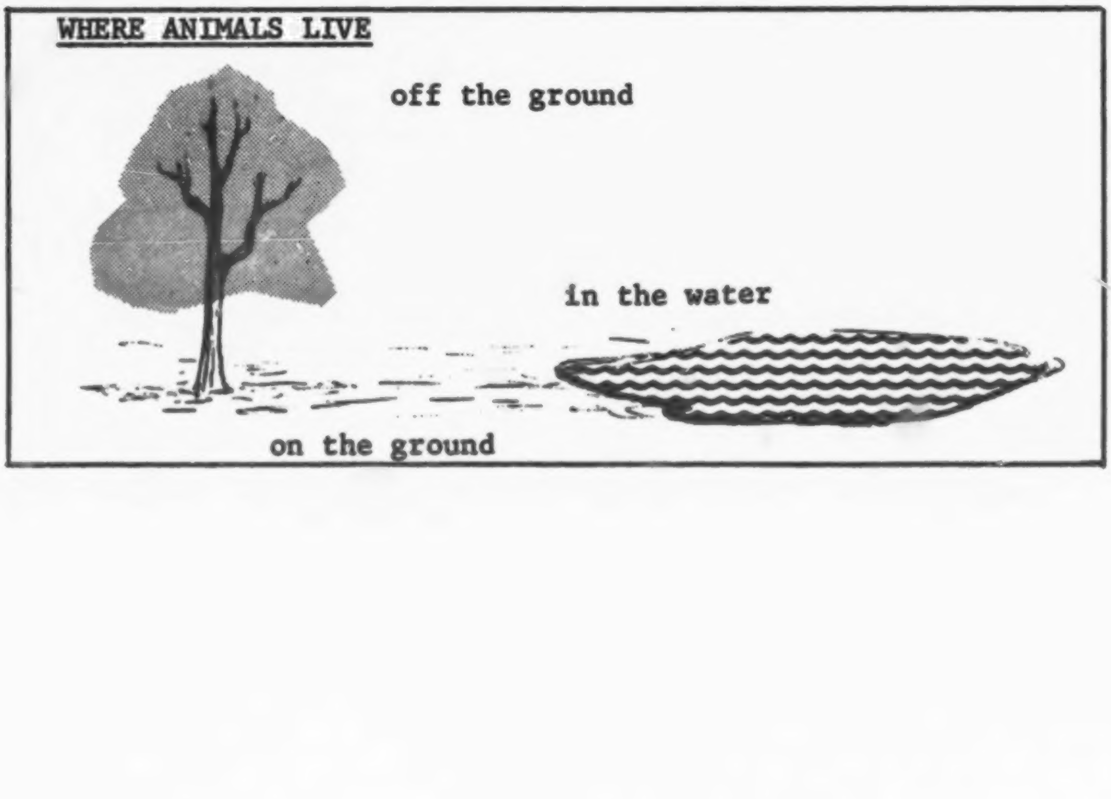
OUR PETS

John ____________

Mary ____________

Billy ____________

50. Paint pictures of a pet with easel paints, crayons, or wet chalk. Cut the pictures out and paste them on a sheet of butcher-paper under the proper heading of animals that live off the ground, animals that live in the water, and animals that live on the ground.



Generalizations	Skills and Attitudes	Content
		What we can learn from pets
	Creativity. Children will create rhymes and rhythms. (B-3)	
	Reference and Communication. Telling the class experiences and specific information. (C-2)	How to keep our pets healthy and happy
	Cooperation. Children will plan and participate in a group activity. (B-2)	

Learning Experiences

51. Talk about the things we can learn about our pets from watching them:

    a. How they move
    b. How they eat
    c. How they sound
    d. How they clean themselves
    e. How they care for babies
    f. How they protect themselves

52. Make up rhymes about pets and take turns moving like an animal. (Teacher should emphasize large and free movements which do not demand skilled muscular co-ordination.)

53. Create animals out of clay and tell the class a story about your clay animal.

54. Arrange to have a special pet brought to the classroom. Later, draw a picture about it to be sent to the lender along with a "thank you" note dictated to the teacher by the class.

55. Talk about the things we should know about the pets to make them happy.

    a. What they eat and where they eat (fish feed in water, and the like)
    b. Kind of home they need
    c. How to handle them
    d. Young pets require special care

56. View a film (such as Audio-Visuals 13 through 20) to learn about our pets and how to take care of them.

57. Plan a pet parade of stuffed animals. Show the animals to the class and tell something about them. (What they eat, where they live, and the like.) (Evaluative)

58. Plan and build a pet store with the big blocks or apple crates. (Dramatic play of selling and taking care of the animals. They can use stuffed animals.) Pet store workers can buy food for the pets at the "Big Block" grocery store. (Evaluative)

59. Sing a song (such as Song 8) about taking good care of our pets and keeping them healthy.

60. View a film (such as Audio-Visual 38) and talk about how we can make our home a healthy and safe place for our pets to live.

Generalizations	Skills and Attitudes	Content
The health and safety of the family is everybody's responsibility. (2.4)		How we can make our home a safe place to live
	Creativity. Do creative rhythms in a logical sequence. (B-3)	
	Observing Accurately. Observing for specific information. (C-1)	
	Observing Accurately. Observing for information and relating observations to the group. (C-1)	
		How we can keep ourselves safe
	Research. Locating information and using it to form a conclusion. (C-3)	

Learning Experiences

61. View a film (such as Audio-Visual 10) showing home safety.

62. Talk about the need for safety in the home and demonstrate the proper use of scissors, knives, hammers, saws, matches, and the like.

63. Pantomine safe things to do at home, such as: put toys away so that no one will fall over them, open doors slowly to avoid hurting others, turn on the cold water then turn on the hot water slowly.

64. Look around the classroom for unsafe things. Check to see if all the toys are put away and demonstrate what might happen if they are not put away.

65. Invite school nurse to talk to the group about different kinds of first aid treatment given at home and how they are used. (Have her stress staying out of the medicine chest.)

66. Give a safety report. Watch carefully at home for examples of people doing things "The Safe Way" and tell the class what you saw. (Evaluative)

67. View a film (such as Audio-Visual 11) and talk about how each family member can help keep himself safe.

68. Discuss the importance of choosing a safe place to play and refraining from throwing rocks, sticks, and the like.

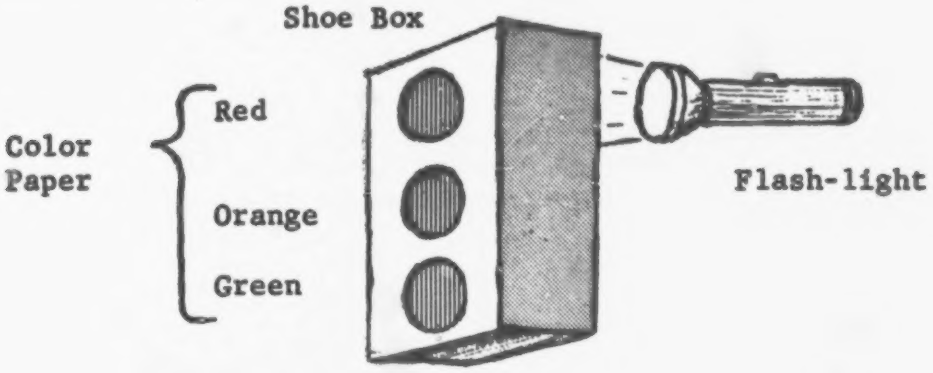
69. Demonstrate the safe way of using bicycles, roller skates, and the like.

70. Invite the bus driver to visit the class to discuss bus rules. (Teacher may want to have him bring the bus so the proper bus behavior can be demonstrated.)

71. Determine the shortest and safest way to school. Make a simple map with the teacher's help and act out the use of the map. (This might be done by drawing a large map on the blacktop in chalk and having children walk through it.)

Generalizations	Skills and Attitudes	Content
	Creativity. Creating stories. (B-3)	

72. Make a play traffic light and stop sign. Each child pretends to be a car and obeys the signals.



73. View a film (such as Audio-Visual 34, 35, or 36) and learn the proper way to cross the street. Talk about the meaning of the colors on the traffic light. (Evaluative)

74. Sing a song about crossing the street (such as Song 11 or 12). Dramatize it as it is sung.

75. Invite a school safety patrol boy in to show the class how they should cross the street and how they should wait until he takes them across.

76. Demonstrate how you should walk in the rain--with our umbrella straight up and our rain hat on properly.

77. Invite a policeman to come to talk to the class about not talking to or going off with strangers. (Teacher should meet prior to visit with the person and discuss the approach to be used.)

78. Learn a song about riding in the family car (such as Song 13). Use rhythm instruments to emphasize the words and dramatize the driving of a car.

79. Use the flannel board and make up a "once-upon-a-time" story about riding in the car.

80. Talk about the family car and find pictures of cars like it or make a picture of it.

Generalizations	Skills and Attitudes	Content
	Reference and Communication. Participating in a group discussion and telling events in a sequence. (C-2)	
	Observing Accurately. Observe and relate observations to group. (C-1)	
		How we can make our homes healthy places to live
		How we can keep healthy

Learning Experiences

81. Discuss and demonstrate how to ride in the car safely. Talk about the things the manufacturer did to make the car safer (such as seat belts, hooks on doors, brakes, and the like).

82. Observe father driving and tell the class what he does to make riding in a car safe. (Evaluative)

83. Make a list of safe games the family can play while riding in the car. (Buzz, car counting, and the like.)

84. View a film (such as Audio-Visual 33) to learn what a family can do to be healthy.

85. Talk about the needs for health standards and make a picture chart of health standards.

86. Paint a picture of one thing you can do to make our home a healthy place to live. Tell the class about your picture. Discuss such things as: keeping the house clean and orderly; washing clothing and dishes; proper use of toilet facilities; and the like.

87. Explain how water helps us keep our homes healthy to live in. Ask such questions as:

    a. How does the water get to our house?
    b. How does it get to the various rooms?
    c. How does our family use water to keep our homes clean and healthy? (Washing floors, walls, dishes, clothes, ourselves, pets, and the like.)

88. View a film (such as Audio-Visual 21) and explain how we can help keep ourselves healthy.

89. Demonstrate and talk about the proper way to brush the teeth, cover the mouth when coughing or sneezing and the proper way to use a handkerchief.

Generalizations	Skills and Attitudes	Content
	Cooperation. Follow directions and participate in group activity. (B-2)	
	Research. Collecting specific information for use on a chart. (C-3)	
	Responsibility. Bringing materials for a class project. (B-1)	

90. Dramatize a poem about a healthful activity, such as:

After My Bath

After my bath, I try, try, try,
To wipe myself til I'm dry, dry, dry;
Hands to wipe, fingers, and toes,
Two wet legs and a shiny nose,
Think how much less time it would take,
If I were a dog and could shake, shake, shake!

91. Sing a song (such as Song 9) and dramatize the words. (Teacher could use this song at rest time.)

92. Participate in a relaxing activity. Make believe you are a rag doll--you are limp, your head rolls from side to side, and your arms swing loosely.

93. Discuss how sleep and rest are necessary for good health.

94. View a film (such as Audio-Visual 22) to see what other things we need to do to stay healthy. (Introduce the need for good food and proper dress.)

95. View a film (such as Audio-Visual 42) to learn what foods we should eat to stay healthy.

96. Make a picture chart of good foods. Arrange them according to meals, such as breakfast, lunch, dinner. Use this chart to plan a good meal.

97. Create clay fruits and vegetables to be used in the playhouse by the playhouse family.

98. Bring a vegetable to class for a "vegetable party". (Each child brings a vegetable to class. The teacher cuts it into pieces for each child to taste. When the party is over each child has had a taste of all the raw vegetables.)

Generalizations	Skills and Attitudes	Content
	Research. Locating and organizing information. (C-3)	
	Observing Accurately. Children will observe and relate their observation to the class. (C-1)	
	Creativity. Using various creative materials. (B-3)	
Everyone lives in a house but all homes are different. Many homes are houses but many homes are also in trailers, apartments, and motels. (2.5)	Observing Accurately. Observing for general information. (C-1)	Types of homes in our neighborhood
	Observing Accurately. Observing for specific information. (C-1)	

Learning Experiences

99. Make a picture chart of our daily health habits. Each day review the chart.

    a. Wash hands
    b. Brush teeth
    c. Bathing
    d. Care of hair
    e. Care of clothing
    f. Flushing toilet
    g. Staying in bed when ill

100. View a film on weather (such as Audio-Visual 41) and discuss the different types of clothings appropriate for the weather.

101. Dress a paper doll according to the weather each day. A real doll may be used. (The cut-out doll could be on the bulletin board or on a flannel board. Next to it have a selection of clothing (coat, head scarf, overshoes, raincoat). Each day the class decides what the doll should wear based on the weather outside. Children can take turns placing the clothes on the doll.)

102. Create a mural about health habits we should do each day--such as brush teeth, wash hands, eat good food, and the like. (This can be painted directly on the sheet of butcher paper or cut out of individual drawings and pasted up on the paper.) (Evaluative)

103. View a film (such as Audio-Visual 24) to develop an interest in houses and learning more about them.

104. Observe the various types of homes they see on their way to school. (Houses, trailers, courts, apartments, motels, hotels, and the like.)

105. Paint or draw a picture of your home. Tell the class something about your home.

106. Build from blocks the various types of homes in our community.

107. Look at pictures of different types of homes and choose the picture that resembles your own home.

Generalizations	Skills and Attitudes	Content
		Animals also have homes
	Observing Accurately. Children will observe for specific information. (C-1)	

Learning Experiences

108. Discuss how daily life is the same or different in a trailer.

109. Invite a local trailer company to bring a mobile home to the school for the children to see.

110. View a film (such as Audio-Visual 23) and compare the homes in the various parts of the world. In what ways are they similar to our homes? How do they differ from our homes? (Evaluative)

111. Learn a finger-play about houses, such as:

Two Little Houses

(Use fist for houses, thumbs for
windows, fingers for children.)

Two little houses all closed up tight
Open the windows and let in the light,
Ten little children, tall and straight,
Ready for Kindergarten at half-past eight.

112. Discuss the homes of birds and animals and how they are different and why they are different. Talk about the fact that the type of animal and its needs determines the nature of home it builds.

113. View a film (such as Audio-Visual 47) to discover what various animals live in the woods and what types of homes they live in.

114. Recite some poems about animal homes, such as:

House For Me

Here's a nest for Robin Redbreast,
Here's a hive for Busy Bee,
Here's a hole for Jack Rabbit,
And here's a house for me.

New Neighbors

I built a house and placed it high
Some birds soon came along;
They moved right in that very day
And paid their rent with a song.

Generalizations	Skills and Attitudes	Content
	Research. Children will collect information from various sources. (C-3)	
		Why we have homes
	Cooperation. Planning with a group and considering the welfare of others. (B-2)	
	Responsibility. Children will bring materials for class and complete their obligation. (B-1)	Why the rooms in a home are different

The Squirrel

This is the tall tree,
Bare and brown.
These are the brown leaves fluttering down.
This is the squirrel with eyes so bright,
Hunting for nuts with all his might.
This is the hole where day by day,
Nut after nut he stores away.
When winter comes with cold and storm,
He'll sleep curled up, all snug and warm.

115. Collect pictures of the homes of different birds and animals. Discuss how the homes of animals and birds are different and why. (Evaluative)

116. View a film (such as Audio-Visual 44 or 45) and talk about "Why we have a home?" Discuss how our home:

    a. Protects us from the elements
    b. Provides us with a comfortable place to live
    c. Protect and store our personal belongings
    d. Provides us with privacy

117. Plan to make the playhouse a comfortable place to live.

118. Dramatize how you can respect the privacy of other people's homes, such as:

    a. Knock and enter only when invited.
    b. Sit down and do not go into other areas of the house, unless invited.
    c. Do not touch items unless given permission.

119. Bring pictures of the different rooms in the home and the furniture that goes in each room. (Kitchen, dining room, living room, bedroom, bathroom, garage, and the like.) Why are the rooms in a home different?

120. Make a floor plan of a home out of blocks on the floor. Discuss the purpose of each room and its proper use.

Generalizations	Skills and Attitudes	Content
	Observing Accurately. Observe for general and specific information. (C-1)	Why homes have different numbers

121. Arrange the playhouse furniture in the rooms and observe that there is special furniture for special purposes. (Evaluative)

122. Take a walking field trip and look for the different numbers on the houses. Observe that each house on the street has a different number and that each apartment or trailer space has a different number.

123. Build a street out of blocks and number the houses on the street. (Teacher should have the children find the different houses by number.)

124. Make a chart with lines for streets. When a child learns his street address he is allowed to past a house, with his address written on it on the chart. (Evaluative)

C. Summarizing Activities

Summarizing activities should be considered as culminating activities for this unit of work, which should lead to a greater understanding of the basic objectives of the unit and the generalizations developed. In addition to evaluative and summary activities presented in the body of the unit, children may:

1. Draw a picture of your home using colored paper. Cut it out and place it along the wall on a make-believe street. Also, create and arrange traffic lights, cross walks, and stop signs on the street. Children can use toy cars, trucks, and dolls to practice safety rules while playing. (Teacher may want to put the numbers on the houses. Observe the children as they play to see if they have developed a concept of the home in its relationship to the other homes on the street.

2. Plan a walking trip and practice crossing the street safely. Observe the traffic and how fast it goes. Cross the street at a traffic light and watch for the color that tells them to go. Cross the street at a "cross-walk" and look for cars. When you return to the classroom draw or paint pictures of safe ways to cross the street.

3. Dramatize activities that help you avoid accidents, such as, proper way to open and close a door, avoiding petting strange animals, refusing rides with strangers, carrying umbrella with point down, and others.

4. Make a good health store with the big blocks and bring or make empty packages of good food for the store. Sell the good foods to other children of the class and to the playhouse family.

5. Practice good manners and health habits at milk times, such as:

   a. Wash hands.
   b. Stand behind chair until everyone is ready to sit down.
   c. Take turns setting the table.
   d. All begin eating at one time.
   e. Talk in quiet voices at the table.

6. Make a paste-up mural of outdoor activities that a family does or would like to do. Cut out their drawing--tell the class something about the family activity and why it is fun. (Children should paint or draw them on paper, and then cut them out to paste on a large sheet of butcher paper. Each child tells about his drawing and then pastes it on the butcher paper. Teacher or some students pre-paint on a blue sky area and maybe a water area for water activities.)

7. Dramatize and create rhythms suggesting a pet or animal. Imitate how they move, the sounds they make. (Teacher may wish to first use a film or read a story about pets and have the children dramatize the story or imitate the animals in the film.)

V. Enriching Generalizations

The following generalizations correlate well with this unit of study. They do not appear in the body of the unit due to the number of generalizations introduced as well as time limitations. Should the class be of such a nature that it can progress more in depth in this study, it is suggested that the teacher may wish to develop activities to help children arrive at these generalizations.

A. The culture under which an individual is reared and the social group to which he belongs exert great influence on his ways of perceiving, thinking, feeling, and acting. (6)

   1. Role is determined by the expectations of others; nonconformity, for example is perceived in one culture as leadership behavior, and in others as behavior damaging to society. Man occupies different social roles as he moves from group to group. (Sociology-108)

a. The family itself is a way of living, and the way of living is always governed by a code. (Organizing and Governing-97)

B. The work of society is carried out through organized groups; group membership involves opportunities, responsibilities, and the development of leadership. (10)

1. Social groupings develop as a means of group cooperation in meeting the needs of the individuals. The basic society of the family makes it possible for two individuals to co-operate in producing and rearing children. Similarly other social groupings (communities, social organizations, nations) enable individuals to work together toward satisfaction of common needs. The nature and structure of the groupings tend to change and become more complex with the circumstances under which man lives. (Psychology-95)

   a. The family . . . continues to be in all parts of the world a center of authority. (Organizing and Governing-94)

   b. The family is by far the most important primary group in society. (Organizing and Governing-104)

SOCIAL STUDIES UNIT

KINDERGARTEN

HOW DO WE LIVE AND WORK TOGETHER AT SCHOOL?

K.2

HOW DO WE LIVE AND WORK TOGETHER AT SCHOOL?

I. Significance of the Unit

A. Importance

The theme or center of interest for kindergarten social studies is the immediate environment with emphasis on the relationships of the neighborhood to the home and to the school. This unit emphasizes the interrelatedness of life within the school. The primary aim of this unit is to help the child develop an understanding of the school and the interrelatedness of the individuals in the school.

The social studies program is designed so that it is a progressive expansion of the communities of which the child is a member. It starts with the child's immediate environment and spirals out into the school, neighborhood, community, county, state, nation, and finally the world community. A study of the school is important because it is the first step in the process of learning to become a responsible citizen of the school and later of the world.

Through the experiences provided in this unit the child should start to understand the meaning of "good citizenship." He should start to learn that he has a responsibility to himself, but that he should also work for the good of the group. In school he should start to understand that his responsibility is not only to protect his own property but to protect the property of others and that he must respect the rights and feelings of others. It is in the school environment that he first learns to accept properly constituted authority, outside of the family, and develops a personal responsibility for observing rules.

As the school broadens the child's world and his depth of understanding increases, he should start to realize that he is dependent upon many people. He becomes aware of the contributions of the adult workers in the school and learns about the particular job of each worker. In addition to identifying their particular jobs, he gains respect for the work each does to make the school an orderly and pleasant place.

The social studies units for this grade level have been planned in such a manner that no particular sequence is necessary or desirable. This fourteen-week unit is one of three planned for the kindergarten. Other units of study in kindergarten, which may precede or follow this one, include:

How Does A Family Live Together At Home?
(12 weeks)

How Do We Live and Work Together In Our
Neighborhood? (12 weeks)

B. Geographic Significance

Through the study of this unit kindergarten children should broaden their concept of the neighborhood and become better oriented within their community environment. They should begin relating themselves to the school and its location in their neighborhood and in the community. They should develop an awareness of the various street locations, directions as they relate to the school and home, and the types and locations of various neighborhood facilities.

II. Objectives

A. Generalizations

Major generalizations selected for development in the unit are listed below as abstract and concrete statements. The abstract statements were selected from the California State Framework for the Social Studies indicating a synthesized statement of the framework followed by a supporting generalization from a social science discipline. These in turn are supported by selected Stanford Study generalizations indicating the scope area from which each was drawn.

The concrete statements are the supportive Stanford Study scope area statements reworded in terms appropriate to the kindergarten program. They are listed in the order of appearance in the unit.

1. Abstract Statements

1.1 Interdependence is a constant factor in human relationships. The realization of self develops through contact with others. Social groupings of all kinds develop as a means of group cooperation in meeting individual and societal needs. (5)

1.11 The behavior of individuals is related to the structure and organization of the group in which they are placed. A range of roles such as leadership, followship, agression, submission may be exhibited by the same individual in different groups. The "need satisfying" quality of a group and the member-to-member relationship influences behavior. (Psychology-101)

1.111 In order to participate successfully as a member of a community, however narrow or extended, the pupil must become sensitive to the expectations of others and to the significance of his status and roles as perceived by them. (Educating-229)

1.12 Human beings are creatures of self-interest. For democracy to function, self-interest cannot be the dominating force. Rather, it must be curbed in favor of public interest. (Political Science-57)

1.121 People are extremely important to each other. Attitudes toward one's self are a part of the same picture which includes attitudes toward others. (Organizing and Governing-132)

1.122 An important principle (underlying all systems of government) is that of willingness to sacrifice for the general good of the group. (Organizing and Governing-178)

2.1 The work of society is carried out through organized groups, group membership involves opportunities, responsibilities, and the development of leadership. (10)

2.11 Interdependence has been a constant and important factor in human relationships everywhere. (History-38)

2.111 Life in an organized society involves a collective effort to make human existence more meaningful and more satisfactory. (Organizing and Governing-6)

3.1 Man's comprehension of the present and his wisdom in planning for the future depend upon his understanding of the events of the past and of the various forces and agencies in society that influence the present. (1)

3.11 History contributes much to man's preparation for his social and political life. It is possible to derive basic principles and implications for thought and action in contemporary affairs from the historical backgrounds of our society. (History-31)

3.111 The totality of human culture is cumulative. Increasingly, we stand on the shoulders of those who have gone before us. (Education-167)

2. Concrete Statements

The encompassing generalizations for this unit have been adapted for kindergarten. They appear here in sequence as they have been developed in the unit. For reference purposes, the abstract generalization from which each was drawn has been indicated by the number following the statement.

2.1 Members of a group can work and play together better when they know each other. (1.111)

2.2 A group can work and play together better if each member knows and shares responsibilities. (1.122)

2.3 We enjoy working and playing together when we take care of and respect each other's property. (1.121)

2.4 People work and play better if they share, cooperate, and show consideration toward others. (1.122)

2.5 People live and work better when they practice good health and safety habits. Health and safety are everybody's responsibilities. (1.122)

2.6 We depend on many people to help us in school and we can help them in return. (2.111)

2.7 Holidays are special days because of things that have happened in the past that people want to remember and which have special meaning to us. (3.111)

3. Concept Words

The concepts listed below are contained in the preceding restated generalizations. The development of each concept should be assured as it relates to the larger idea of relationships among concepts.

attractive
better
care
consideration
cooperation
depend
environment
group
habits
healthy
help
holiday
learn
orderly
past
play
property
respect
responsibility
safety
school
share
special
work

B. Attitudes

Aspects of three attitudes will receive major emphasis in this unit. The attitudes of social concern, cooperation, and responsibility should be most strengthened in this unit.

1. Social Concern. Children may develop and practice social concern by having opportunities to learn other children's names, protect others by practicing good health and safety habits, and to aid the school personnel to make the school more attractive and pleasant.

2. Cooperation. Children will be provided opportunities to consider others, respect the rights of others, and to accept group decisions.

3. Responsibility. Children will be encouraged to accept responsibility by having opportunities to follow directions, complete obligations, and to provide for their own safety and the safety of others.

C. Skills

Aspects of four skills will receive major emphasis in this unit. The skills of reference and communication, observing accurately, and participating in group undertakings, and historical skills should be most strengthened in this unit.

1. Reference and Communication Skills. Children will be provided opportunities to listen for general and specific information, tell experiences and events in logical sequence, and to report orally by participating in group discussions.

2. Observing Accurately. Children will have opportunities to observe the physical school plant, the personnel at work, other children in the school, and to relate their observations to the group.

3. Participating in Group Undertakings. Children will be participating in group planning of class activities and will be a part of group undertakings, such as: walking trips, rhythm games, dramatic play, and the like.

4. Historical Skills. Children will be provided opportunities to develop a sense of time and chronology while participating in various holiday activities and relating these to events in the past.

III. Content Overview

A. School Life

1. How we get to know each other
2. Making our school a pleasant place
3. How we care for the toys and materials
4. How we show consideration for others

B. School Health and Safety

1. Making our school a healthy place
2. Making our school a safe place
3. How the school provides for our safety
4. Keeping ourselves safe while going to and from school

C. School Plant and Helpers

1. Other rooms in our school and their uses
2. People who help us at school and what they do for us

   a. Teacher
   b. Principal
   c. Secretary
   d. Custodian
   e. Cafeteria helpers
   f. Nurse
   g. Safety helpers

D. Special Occasions

1. How we celebrate special occasions at school

   a. Birthdays
   b. Halloween
   c. Thanksgiving
   d. Christmas
   e. Lincoln's birthday
   f. Valentine's day
   g. Washington's birthday
   h. Easter
   i. Mother's day

Generalizations	Skills and Attitudes	Content
Please note. Numbers following statements refer back to generalizations listed under Objective II, A-2.	Please note. Numbers following statements refer back to attitudes and skills listed under Objectives II, B and II, C.	Please note. The content outline is only skeletal.
Members of a group can work and play together better when they know each other. (2.1)		How we get to know each other

IV. Learning Experiences

A. Introductory Activities

Introductory activities should be considered as activities that help engender a climate and an interest in the problem of the unit. To attain these aims, pupils may participate in one or more of these activities.

1. Explore the classroom and locate the various centers of activities. Note where the different materials are kept. Also locate the toilet, wash basin, drinking fountain, and the like. (The teacher may wish to introduce the basic activities of kindergarten at this time.)

2. Examine a bulletin board arrangement of pictures showing various members of the school family and school activities. (The teacher may select pictures from magazines and books that will arouse the interest and curiosity of the class.)

3. View a film (such as Audio-Visual 3) and discuss why we go to school. (The teacher may use this as an opportunity to ascertain what concepts the children have of the purpose of school.)

4. Play a name game. The teacher tosses a bean bag to someone. The person first gives his name and then tosses the bean bag to the teacher.

B. Developmental Activities

Developmental activities are a sequence of activities that are planned to provide experience for children to assimilate the generalizations and develop the skills and attitudes of the unit. Evaluative activities are appropriately spaced throughout this sequence.

1. Observe the other children in the classroom and learn to recognize them by playing a game of recognition. (The teacher makes-believe she is a mother who has lost her child. She selects a child from the group to be the policeman. The mother describes what the lost child.is wearing and the child-policeman looks around the circle and brings the child answering the description to the teacher.)

Generalizations	Skills and Attitudes	Content
	Observing Accurately. Developing an awareness of the differences in physical appearance and relating this to individual names. (C-2)	
	Social Concern. Opportunities to make new friends and to learn other children's names. (B-1)	
A group can work and play together better if each member knows and shares responsibilities. (2.2)		Making our school a pleasant place

Learning Experiences

2. Count the children present each day and find out how many are in your class. Name those who have returned after being absent.

3. Sing a song about who you are (such as Songs 1, 2, or 11) and listen as the other children sing the song and tell who they are.

4. Tell the class your first and last name and one thing you like to do. Use the tape recorder to record your voice. After everyone has had a chance to record, listen to the voices. Discuss how not only our names are different but that we have voices that sound different.

5. View a film (such as Audio-Visual 9) and discuss how we can make new members of our class feel welcome in school.

6. Listen while the teacher calls the children by name. Then try to introduce other members of the class by their names. See who can introduce the most children. (Evaluative)

7. Play a musical name game (such as Song 6) to see how many children you can name. (Evaluative)

8. View a film (such as Audio-Visual 6) and discuss the purpose for our going to school and how we can make our classroom a pleasant place to work.

9. Listen to a story about working at school (such as Book 13) and discuss the various types of work we do at school. (The teacher may want to list them on the blackboard as the children dictate them. Introduce such activities as using paints, crayons, and scissors; singing songs; listening to stories and poems; building with blocks; playing with toys; taking naps; and the like.)

10. Discuss good housekeeping habits and how they make your room a more attractive place to work. (The teacher should stress putting materials away in the proper place, hanging clothing in the proper place, and the like.)

11. Demonstrate what to do with materials when you are finished work, and how to clean-up the work area.

Generalizations	Skills and Attitudes	Content
	Participating in Group Undertaking. Taking part in group planning. (C-3)	
We enjoy working and playing together when we take care of and respect each other's property. (2.3)		How we care for toys and equipment
	Cooperation. Being considerate of others and their property. (B-2)	
People work and play better if they share, cooperate, and show consideration toward others. (2.4)		How we show consideration for others
	Reference and Communication. Looking for specific information. (C-1)	

Learning Experiences

12. Plan and make a place for the toys, blocks, housekeeping materials, plants, creative materials, personal belongings, books, and the like. Discuss how each person must be responsible for returning items to their proper place.

13. Select one child to "check" the room to see if everything is in its proper place after the work period. (Evaluative)

14. Review together, each day, the procedures for the following: where to work with the various equipment, how to put equipment away, what to do if you see something not put away properly, and what to do when all the equipment is neatly put away. (Evaluative)

15. Examine the different materials and equipment and discuss what they are used for and the proper way to use them. (The teacher should develop the idea that an item is made for a certain function and should be used properly to perform that function.)

16. Demonstrate the proper care of equipment and materials. (The teacher might stress that the items do not belong to the children but are theirs to use as long as they use them correctly.)

17. View a film (such as Audio-Visual 19) to learn how to handle the library books properly. Examine a book to see how it is made and discuss how certain acts will destroy it. (The teacher should have a ruined book to show the class how a misused book looks.)

18. Discuss the value of personal property and the property of others. Demonstrate how we can care for our personal property by hanging up wraps, folding mats neatly, putting toys in the proper place, and the like.

19. Establish a classroom "lost and found" department and talk about its use. (The teacher should stress that if a person loses something we should help them find it, and if we find an item we should put it in the lost and found department.)

20. Discuss desirable classroom behavior habits such as: soft indoor voices, walking not running, folding sleeping mats neatly, hanging up our clothing, and helping other children.

21. Listen to a story (such as Book 12) and look at the pictures to see if the children are practicing good behavior habits.

Generalizations	Skills and Attitudes	Content
	Cooperation. Showing consideration and respect for others. (B-2)	

Learning Experiences

22. View a film (such as Audio-Visual 22) and discuss how our being quiet can help make our room a nicer place in which to work and play.

23. Demonstrate and discuss why all work should stop when the teacher gives a signal. Practice so that everyone knows what it means.

24. Sing a song about practicing being quiet (such as Song 9).

25. Pantomime good classroom behavior. Take turns trying to guess what good behavior habit is being acted. (Evaluative)

26. View a film on fairness and cooperation (such as Audio-Visual 21). Talk about how we can have a more enjoyable time playing games if we follow the rules and are cooperative.

27. Listen to the teacher read a story about school (such as Book 4) and name the things the children in the story did to make school a pleasant place to be. (The teacher should include such items as cooperation, sharing, courtesy to others, and the like.)

28. View a film on courtesy at school (such as Audio-Visual 5) to learn how we can be courteous to others. (The teacher may wish to show the film and then rerun it without sound so that she can discuss it with the children.)

29. Sing a song (such as Song 10) about taking turns.

30. Discuss how taking turns is showing courtesy to others and how it helps make everyone happy.

31. View a film (such as Audio-Visual 16 and 17) to learn how sharing also makes school a pleasant and happy place.

32. Demonstrate and discuss how we can show courtesy toward others. (The teacher should introduce such terms as thank you, please, excuse me, pardon me, and the like.)

33. View a film (such as Audio-Visual 2 or 8) and discuss the need for rules when a large group is working together.

34. Plan together some rules for making the classroom a pleasant place to work. (The teacher will want to help the children come to the conclusion that rules are necessary and everyone profits from them.) (Evaluative)

Generalizations	Skills and Attitudes	Content
People live and work better when they practice good health and safety habits. Health and safety are everyone's responsibilities. (2.5)		**Making our school a healthy place**
	Social Concern. Practicing good health habits to protect others. (B-1) **Responsibility. Following directions and completing assignment. (B-3)**	
		Making our school a safe place
	Social Concern. Planning to make the school safe for others. (B-1)	

Learning Experiences

35. Talk about good personal health habits and how they help us. Discuss such habits as:

    a. Coming to school clean
    b. Washing hands after using the toilet
    c. Washing hands before eating
    d. Keeping objects out of our mouth
    e. Using a clean handkerchief
    f. Keeping our mouth off drinking fountains
    g. Dressing properly
    h. Playing outside
    i. Resting after exercise

36. Locate the lavatories and washbowls. Learn good bathroom habits such as: washing hands, using proper amount of soap and always flushing the toilet.

37. Put on the proper clothing for the type of weather out-of-doors. Make a weather bulletin board with a paper doll on it. Dress the doll in the clothing suited to the daily weather.

38. Discuss and demonstrate the proper way to pass out the milk, straws, and crackers. (The teacher should stress such things as having clean hands, disposing of items that fall on the floor, and the like.)

39. Collect pictures from old magazines of people practicing good personal health habits. Paste these on a large piece of oak-tag and make a health chart. (Evaluative)

40. Observe people at home and report to the class what good personal health habits they practice. (Evaluative)

41. View a film (such as Audio-Visual 10) and discuss the need for safety rules at school.

42. Talk about the things we must do in order to live together safely at school. (The teacher may wish to list these on the board or paper so that she can refer back to them.) Stress such things as:

    a. Everything should be put in its proper place
    b. Spilled liquid should be wiped off the floor immediately
    c. We should not play with our shoes untied
    d. We should always walk properly through the halls at school
    e. We should use our tools and materials properly

Generalizations	Skills and Attitudes	Content
	Participating in Group Undertaking. Planning and participating in a group trip. (C-3)	
		Playground safety
	Observing Accurately. Observing the proper use of the play equipment. (C-2)	
		How the school provides for our safety
		Fire drill
	Participating in Group Undertakings. Taking part in a group project creating a mural. (C-3)	

Learning Experiences

43. Plan a walking trip in the school building to show how we safely walk through the hall, use quiet voices in the hall, and we always are watchful for doors being suddenly opened. (The teacher may wish to demonstrate what happens when the classroom door is suddenly pushed open and children are running down the hall.)

44. Listen to songs on safety (such as Record 2) and after learning the songs sing them so we can remember that we must do things safely. (The teacher may wish to use rhythm instruments together with the songs.)

45. View a film (such as Audio-Visual 13, 20, or 23) and talk about playground safety. Discuss how playground safety rules are made to protect us from getting injured or from injuring others.

46. Walk to the playground area and look at the different pieces of equipment. Watch the teacher demonstrate how to use the equipment properly.

47. View a film (such as Audio-Visual 15) and discuss why we take turns when playing with the equipment. Practice taking turns in activities.

48. Discuss how the school has provided a fire alarm and other safety devices for the protection of everyone.

49. Invite the principal or a fireman to talk to the class and explain what to do when the fire alarm sounds.

50. Practice a fire drill. Talk about how important it is for everyone to follow the rules, and the reasons for the rules.

51. Discuss how we can help prevent accidents in school by following a few rules, such as: waiting for our turn without pushing, sitting in the swings and on the slides, and always walking in school.

52. Make a paste-up mural showing the safety rules we use in school. Use pictures from magazines or draw pictures. (Evaluative)

53. Tell the class which plaything you like best and how you play with it safely. (Evaluative)

Generalizations	Skills and Attitudes	Content
		Keeping ourselves safe while going to and from school
	Reference and Communication. Recalling experiences and orally reporting these to the class. (C-1)	
		Bus safety
	Responsibility. Making rules to provide for the safety of themselves and others. (B-3)	

Learning Experiences

54. Examine a safety poster and talk about what it tells us. (The teacher should select posters relating to safety on the way to or from school.)

55. Listen to a story about going to and from school (such as Book 1). Tell the class how you get to school (bus or walk), and tell about an experience you had on the way to school.

56. View films (such as Audio-Visual 14 and 25). Watch for safety rules we should know and use when crossing the street.

57. Play a safety game. Make streets on your classroom floor with blocks or butcher paper. Demonstrate the safety rules you saw in the films. Take turns being traffic patrol boys, cars, and pedestrians.

58. Make individual "stop" and "go" signs by cutting and pasting the proper colors (red, green, yellow) on paper. (The teacher may use these signs for directions in the room at various times. Note if the children know the meanings of the colors.) (Evaluative)

59. Discuss why we need to walk directly to and from school. (The teacher should develop the ideas that the children do not play along the way, and that they never accept rides from strangers.)

60. View films (such as Audio-Visual 11 and 24) and watch for safety rules we should follow when riding the bus.

61. Invite the bus driver to visit the class to discuss bus rules. (The teacher should discuss the visit prior to his coming and talk about the kinds of questions we might ask the driver.)

62. Make up safety rules we can use while going to and from school. Some sample rules are suggested. (Evaluative)

    a. Come directly to school
    b. Go directly home from school
    c. Cross the street at corners only
    d. Observe traffic signs
    e. Look both ways before crossing the street
    f. Accept rides only from people you know
    g. Use care in getting on and off the bus
    h. Always stay in your seat when the bus is moving
    i. Always ride the bus unless you have written permission not to do so

Generalizations	Skills and Attitudes	Content
		Other rooms in our school
	Observing Accurately. Observing the school plant. (C-2)	
	Reference and Communication. Listening for general information and reporting to the group. (C-1)	
We depend on many people to help us in school and we can help them in return. (2.6)		People who help us at school and what they do for us.

Learning Experiences

63. Pantomime safety rules we use when walking to school or riding the school bus. Try to guess what safety rule is being pantomimed. (Evaluative)

64. View a film (such as Audio-Visuals 1, 4, or 7) to become aware of the school building as a working unit.

65. Listen to sounds in the building and try to guess what they are and who (or what) is making them.

66. Tell about brothers and sisters who are in other rooms of the school.

67. Plan a walking tour of the school building to see the location of the various play areas, bus loading and unloading area, heating plant, toilets, cafeteria, multi-purpose room, custodian's room, principal's office, health room, and other classrooms.

68. Visit another classroom to see how it is different from yours. Observe the type of seats, where coats are hung, the bulletin boards, and the like.

69. Use blocks to make a school with special rooms, and explain the purpose of each room. (Evaluative)

70. Listen to a story about the school (such as Book 3) and compare the school in the story with your school. How do they differ?

71. Build a schoolhouse on the flannel board. Put on the windows, doors, roof, and the like. (Evaluative)

72. Discuss how we depend on other children to help us by:

    a. Introducing us to new children
    b. Playing with us
    c. Working with us
    d. Sharing with us
    e. Helping us find lost items

73. Look at pictures of school helpers (such as Study Print 1) and talk about the school helpers you saw on your walking tour of the school.

74. Listen to the teacher read a story about school helpers (such as Book 16) then make a list of the school helpers in your school.

Generalizations	Skills and Attitudes	Content
		Teacher
		Principal
	Responsibility. Following directions and completing a task. (B-3)	Secretary

Learning Experiences

75. View a film (such as Audio-Visual 18) to learn how the various "school helpers" help us.

76. Discuss the role of the teacher and the many ways she helps you in your day-to-day life at school.

    a. Helps us learn
    b. Reads to us
    c. Teaches us songs
    d. Teaches us games
    e. Gives us materials
    f. Is nice to us

77. Discuss how you can help the teacher to do a better job. Such as:

    a. Keeping the room attractive
    b. Taking care of the toys and materials
    c. Sharing with her your experiences
    d. Taking care not to lose your milk money
    e. Respecting others

78. Select a committee to invite the principal to talk to the class about his work and to explain the ways you can help him.

79. Draw or paint pictures of the principal performing his duties. Put your drawings on a bulletin board entitled "Our School Helpers."

80. Tell some of the ways you can help the school principal. Such as:

    a. Following the school rules
    b. Going straight home from school
    c. Being careful of school shrubbery and property

81. Talk about the procedure for taking a note to the principal's office and returning to the room.

82. Visit the school secretary, in her office, and have her explain her duties to you. Ask her to demonstrate the various machines and tell what they do for us.

83. Talk about the duties of the school secretary and about how she helps the principal do his job.

Generalizations	Skills and Attitudes	Content
		Custodian
		Cafeteria helpers
		Nurse
		Safety Patrol and Crossing Guard

Learning Experiences

84. Have a committee invite the custodian to talk to the class and explain how he helps you.

85. Plan some questions to ask the custodian when he visits you. Questions might include:

    a. How he heats the building?
    b. Where the furnace is?
    c. Who rings the bells?
    d. Who cares for the flags and how?

    (The teacher should check to see if the custodian takes care of the flag. If not, then invite the flag helpers in to demonstrate the care of the flag.)

86. Discuss how the custodian helps us and how you can help the custodian to keep the school attractive.

87. Arrange to visit the cafeteria and have the cafeteria helper explain how she helps us. (The teacher should discuss the visit prior to going and mention things the children should look for.)

88. Discuss the need for the proper care of the food and how it is prepared.

89. Invite the school nurse to visit the classroom and explain her role.

90. Plan a visit to the health room and discuss how you have your temperature taken, hurts taken care of, and the like. (Teacher should note that in some cases a child will not want his temperature taken because he does not know that at school we use an "oral thermometer.")

91. View a film (such as Audio-Visual 12) to understand the role of our safety helpers.

92. Plan a walk to observe the work of the crossing guard and the traffic patrol boys.

93. Invite the traffic patrol to visit the classroom and explain the safe way to cross the street.

94. Take a walk and practice walking across the streets at the proper places and in the proper way.

Generalizations	Skills and Attitudes	Content
	Participating in Group Undertaking. Taking part in dramatic play. (C-3)	How we celebrate special occasions at school. Birthdays
Holidays are special days because of things that have happened in the past that people want to remember and which have special meaning to us. (2.7)	Reference and Communication. Listening for general information and relating experiences to group. (C-1)	Halloween
	Participating in Group Undertakings. Taking part in a group activity. (C-3)	

Learning Experiences

95. Discuss the work of the traffic patrol and how you can help.

96. Talk about the roles of the various school helpers and draw pictures of them for our big book, "Our School." (Evaluative)

97. Dramatize the roles of the principal and other school helpers. Choose children to be the custodian, nurse, principal, and the like, and act out some of the many duties they perform for the school. (Evaluative)

98. Determine who will have a birthday soon and mark it on the calendar with a small paper cake. Print the person's name on the cake.

99. Talk about the reason for birthdays and how each year a person gets one year older. (The teacher should develop the idea that everyone has a birthday and they are at different times during the year.)

100. Sing a birthday song (such as Songs 12 and 13) and name the children who have birthdays. (The teacher may wish to recognize the birthday child by some special privilege, such as: wearing a special crown, sitting in a special chair, being a special helper, and the like.)

101. Listen to a story about Halloween (such as Book 10) and talk about the things we see that let us know Halloween is near. (The teacher may guide the discussion to such things as the season, symbols of the holiday such as: witches, cats, jack-o'-lanterns, and the like.)

102. Collect pictures of Halloween things and show them to the class. Tell the class what they are and then paste them on a Halloween chart or put them on the Halloween bulletin board.

103. Examine a real jack-o'-lantern to get an idea of how to make them. Cut, free-hand, a pumpkin and listen to directions on pasting on the eyes and mouth.

104. Sing a song about Halloween and jack-o'-lanterns (such as Songs 14 or 15) and create other songs about Halloween.

105. Make orange jello and pour into individual containers. Decorate with marshmallows and chocolate chips to look like pumpkin faces.

Generalizations	Skills and Attitudes	Content
	Reference and Communication. **Orally relating to the class personal observations and experiences. (C-1)**	**Thanksgiving**

Learning Experiences

106. Listen to a story about the witch and her cat (such as Book 21) then draw and paint pictures of the witch and her cat.

107. Sing a song about Halloween masks (such as Song 16) and discuss why we wear a mask on Halloween.

108. Make a mask out of a paper bag. Cut out holes for the eyes, nose, and mouth. Decorate them with paper, yearn, string, and other items.

109. Discuss how you are going to dress-up for trick or treat. Talk about the proper behavior for Halloween fun. (The teacher may stress politeness when calling on people, not crossing the street without taking off your mask, looking for cars, and the like.)

110. Listen to a story about trick-n-treating (such as Book 26) and how we have fun with our friends on Halloween. (The teacher may use this story to help the shy and lonely child in the class to realize that we can all have friends.)

111. Create rhythms making believe that you are witches flying on broom sticks, ghosts floating through the air, black cats walking on a fence, and the like. (Evaluative)

112. Plan a class parade and take part wearing Halloween masks or costumes.

113. Make a puppet from a paper bag. Fold bag flat and decorate bottom flap with eyes, nose, and the like. Put hand into the bag to the bottom moving the flap up and down making it talk.

114. Create puppet Halloween plays using the bag puppets made in the above activity. Use your own voices to make the puppets talk. Move the bag and talk. (Evaluative)

115. Discuss why we have Thanksgiving day and talk about the things we are grateful for. Talk about such things as: our family, our home, our school and teacher, our friends, our food, and the like. (The teacher may wish to read Book 19.)

116. Draw or paint pictures of things we are grateful for.

Generalizations	Skills and Attitudes	Content
	Historical Skills. Examining pictures of events in the past. (C-4)	
	Participating in Group Undertakings. Taking part in group planning and group dramatic play. (C-3)	

Learning Experiences

117. Sing songs of Thanksgiving (such as Songs 17, 18, or 19).

118. Listen to a story about the first Thanksgiving (such as Book 7) and examine the pictures of the story.

119. Listen to the teacher tell who the Pilgrims were and examine pictures of their trip to America.

120. Build the Mayflower from the big blocks, and dramatize the Pilgrims landing in America.

121. Examine pictures of the Pilgrims and Indians. Discuss how the Indians were of great help to the Pilgrims with their crops, and the like.

122. Collect pictures of Indians and talk about them. Try to find what kind of homes they lived in, what they wore, and the like. (The teacher may stress that they were the first people to live in this country and they were here when the Pilgrims arrived.)

123. Make Pilgrim's hats from black construction paper. (The teacher may use a pre-cut pattern or let the children create their own.)

124. Create Indian headbands of colored construction paper. Decorate with yarn, string, macaroni, and the like.

125. Make Indian beads from macaroni dipped in food colorings or from colored straws cut into small sections. Thread the beads on a string.

126. Plan an imaginary first Thanksgiving dinner in the playhouse. Half of the class may be Pilgrims and the other half Indians. Pilgrims wear their hats and the Indians wear their headbands and beads. The Pilgrims may invite the Indians to dinner (crackers and milk), and the Indians might bring some food to help the Pilgrims (celery sticks, carrot, or pop corn).

127. Listen to Indian music and create Indian dances to entertain the pilgrims at the Thanksgiving dinner.

Generalizations	Skills and Attitudes	Content
	Historical Skills. Comparing events in the past with the present. (C-4)	
	Responsibility. Complete obligation of bringing in pictures and following directions. (B-3)	**Christmas**

Generalizations	Skills and Attitudes	Content
	Historical Skills. Comparing events in the past with the present. (C-4)	
	Responsibility. Complete obligation of bringing in pictures and following directions. (B-3)	Christmas

Learning Experiences

128. Make Indian drums from oatmeal boxes to use during the Indian dance. Also make Indian shakers by filling small milk cartons with beans and covering them with construction paper, and decorate.

129. Build an Indian canoe from big blocks to use to go to the Thanksgiving dinner.

130. Examine pictures of turkeys, Pilgrims, Indians, and the first Thanksgiving. Talk about the first Thanksgiving and compare it with a modern family eating Thanksgiving dinner. How do they differ and how are they the same. How do the things you have to be thankful for differ from the things they were thankful for, and which ones are the same. (Evaluative)

131. Collect pictures of the things for which we are thankful and create a bulletin board to show people what you are thankful for.

132. Talk about the things we see that tell us Christmas is near: Santa Claus, trees, reindeer, candles, bells, wreathes, angels, and the like.

133. Discuss the reason we celebrate Christmas and listen to a story about the first Christmas (such as Book 23). (The teacher may wish to pre-read the story and tell it in her own words while showing the illustrations to the children.)

134. Plan to decorate the classroom for Christmas with such items as: paper angels, wreathes, paper chains, stockings, candy canes, snow on the windows, Santa Claus, and the like.

135. Make plans to decorate the playhouse for Christmas.

136. Take a trip to see the decorations on the neighborhood stores and homes. Return to the classroom and draw or paint pictures of what you saw on the trip.

137. Plan to decorate the class Christmas tree. Discuss what types of decorations you wish to have and select groups to work on the various decorations. Use such items as paper chains, popcorn strings, painted pine cones, small paper doilies pasted on colored paper and aluminum foil. (The teacher may wish to have the children put whipped snow on the branches. This is made by whipping a cup of Ivory Snow with ¼ cup of water. Whip until it reaches the consistency of whipping cream. Let each child take a turn in placing it over the branches.)

Generalizations	Skills and Attitudes	Content
		Lincoln's Birthday

Learning Experiences

138. Sing a song about the Christmas tree (such as Song 21) and create rhythms typical of Christmas, such as: dancing dolls, wooden soldiers, mechanical toys, jack-in-box, bouncing balls, spinning tops, and the like.

139. Talk about the many ways you can make other people happy at Christmas. (The teacher should develop the understanding that Christmas is our opportunity to give gifts or services to make others happy and not just to receive gifts ourselves.)

140. Listen to selected readings (such as Book 25) and discuss the various kinds of gifts you could make to give to others. (This book listing includes project ideas and also includes a section entitled, "Is There a Santa Claus?")

141. Plan to make a simple gift to give to others, such as a bookmark, a finger painting, a cover for memo pads, a hand print in plaster of paris, a picture plaque on a cottage cheese lid, a hand print on colored paper, a silhouette, and the like. Decorate a brown bag to hold gifts.

142. Create a Christmas card to go with the gift by using finger paints, spatter paints, cut-out pictures, and drawings.

143. Sing a song about giving gifts (such as Song 20).

144. Listen to typical Christmas stories (such as Book 8) and as a group create your own Christmas story which the teacher will write on large paper. (Children may be given opportunity to illustrate the story. The illustrations, with the story, may be used for a bulletin board.) (Evaluative)

145. Construct a paste-up mural about the things we did to celebrate Christmas. (Evaluative)

146. Examine pictures of Abraham Lincoln (such as Study Print 2) and discuss the type of dress, houses, and the like. Talk about how they are different from the way we dress, and the like.

147. Listen to a story about Lincoln (such as Book 20) and tell the class about stories you may have heard about Lincoln. (The teacher should emphasize the fact that he was considered a very honest man.)

Generalizations	Skills and Attitudes	Content
	Historical Skills. Developing a sense of time by talking about events in the past. (C-4)	
		Washington's Birthday
	Observing Accurately. Relating observation to the group. (C-2)	

Learning Experiences

148. Discuss Lincoln's early childhood and how he had to work hard to get an education. Talk about the fact that he had to learn to read and write by candlelight. (The teacher may wish to darken the room and light a real candle so the children can have the experience of real candle light.)

149. Examine pictures of log cabins and build a log cabin with the big blocks. Discuss how it differes from our homes today.

150. Listen to stories (such as Books 6 or 20) about George Washington and how he was a brave general and soldier.

151. Look at pictures of George Washington and observe that he wore a different type of clothing than we wear today. Notice the different hats.

152. Make a Washington hat of red and blue construction paper. Add a colorful plume of paper strips.

153. Plan a Washington parade and discuss what is needed in the parade, such as: hats, band, drums, flags, and the like.

154. Make a flag to be carried in the parade. Use blue construction paper background with pre-cut red and white stripes. Use chalk for the stars. (The leader of the parade carries a real American flag.)

155. Discuss the meaning of our country's flag and how we can show our respect for the flag.

156. Walk outside and observe the school flag. Try to recall when it is raised and lowered, whether or not it flies during the night, and whether or not it stays up when it rains.

157. Demonstrate and discuss our flag salute. Discuss how this is our way of showing reverence and respect for our nation's flag. (The teacher may wish to refer to Book 22 for the proper use of the flag.)

158. Sing a song (such as Song 23) about our country and discuss the words and what they mean.

159. Learn a song sung by George Washington and his soldiers (such as Song 24). (Children may wish to sing this while they march in their parade.)

Generalizations	Skills and Attitudes	Content
	Participating in Group Undertakings. Planning a group activity and taking part in the activities. (C-3)	
		Valentine's Day

Learning Experiences

160. Organize a marching band for the parade using rhythm instruments or creating your own. Drums can be made from oatmeal cartons covered with colored paper; sandblocks can be made by covering two wooden blocks with sandpaper; shakers can be made by inserting sticks into small milk cartons filled with beans or small stones, and the like.

161. Invite another class in to see your parade. Explain to them how they show respect for the flag by standing up and saluting when the flag goes by. (Evaluative)

162. Listen to a story (such as Book 15) and discuss why we send valentines to our friends. (The teacher should try to develop the understanding that valentines are friendly messages that are sent to people we like.)

163. Look for symbols of Valentine's Day and bring them to class. You might find hearts, cupids, ribbons, arrows, lace and the like.

164. Construct a valentine tree for the classroom. Each child may fasten a heart on the end of a large twig which as been fastened in a plaster of paris base.

165. Plan a valentine party and discuss what you do for fun in school on St. Valentine's Day. (Children may wish to make place mats, make heart crowns for the girls and bow ties with hearts on them for the boys, make valentines for our friends and family, decorate valentine bags to hold our valentines, and the like.)

166. Examine a real valentine and talk about the beauty of the design. Observe the pattern and colors used.

167. Listen to a story (such as Book 9) and discuss how nice it is to have friends and to show friendship. (Evaluative)

168. Create valentines for your friends and family to show them that you like them.

169. Take a trip to the post office to buy a stamp, and to mail a valentine to your family.

170. Create rhythms that dramatize the postman delivering valentines. Demonstrate how he rings the bell and gives the person the valentine.

Generalizations	Skills and Attitudes	Content
	Observing Accurately. **Relating to the group observations made at an earlier time. (C-2)**	**Easter**

Learning Experiences

171. Listen to the story (such as Book 11) and talk about the time of the year Easter comes.

172. Observe on your way to and from school signs of changes in the weather and for sings of new growing plants. Report to the class what you saw. (The teacher should develop the understanding that many things are starting to grow at Easter time.)

173. Discuss why we are happy it is Easter and the meaning of Easter. (The teacher may wish to have the class look at pictures of various ways people celebrate Easter among these might be a picture of a family going to church.)

174. Look at symbols of Easter and discuss them. Such as: Easter bunny, colored eggs, baskets, ducks, chicks, and the like.

175. Listen to a story (such as Book 2) and discuss the care of baby chicks, ducks and rabbits. (The teacher may wish to arrange to have a live rabbit or chick in class. Take the pet out on the lawn and watch it walk and pick at the grass. Have the children in a circle and keep it within the circle.)

176. Make a paper sack bunny by stuffing a paper bag with newspaper and tying it in the center. Paste on long paper ears, big paper feet, and cotton for the tail.

177. Listen to a story about colored Easter eggs (such as Books 17 and 24). Draw and design paper Easter eggs. Place string dipped in wet paint on the paper and pull to give colored dye effect.

178. Create an Easter bulletin board by placing a large basket on the board. Paint a paper egg to put in the basket.

179. Plan an egg hunt for the class. Dye the eggs and then hide them around the room or play yard.

180. Use cottage cheese cartons or milk cartons for Easter baskets. Cover them with paper and decorate them with symbols of Easter.

181. Create rhythms of Easter activities (such as the duck walk, bunny hop, and the like).

Generalizations	Skills and Attitudes	Content
		Mother's Day

182. Make an Easter paste-up mural showing the things we think of when we think of Easter. (Evaluative)

183. Talk about the ways you might show your love and appreciation of all that your mother does for you.

184. List the things your mother does to help you and to make you happy and sing a song about mother (such as Song 26).

185. Make a present for mother to be given to her on Mother's Day. (The teacher might suggest planting a sweet potato in a can and covering the outside of the can with paper, decorating it, and then shellacing it. Place the sweet potato in the can with water and place it in the sun. Give it a few days for sprouts to appear.)

186. Create a Mother's Day card by cutting designs and pasting them on folded construction paper.

C. Summarizing Activities

Summarizing activities should be considered as culminating activities for this unit of work which should lead to a greater understanding of the basic objectives of the unit and the generalizations developed. In addition to evaluative and summary activities presented in the body of the unit, pupils may:

1. Lie on your back on a large piece of butcher paper, and trace around you with a dark pencil. Paint your picture. (The teacher will cut out each form and label it with the child's name.

2. Dramatize the welcoming of a new classmate, and show him around the classroom. Discuss the importance of making everyone feel "wanted," and establish some ideas for welcoming new children. Such as:

    a. Invite the new child to join the games, build with blocks, and join you in the play corner of the room.
    b. Help him learn where things are kept.
    c. Show the new child where the washroom, coatroom, and playground are located.
    d. Invite him to share your favorite books in the library center.

3. Organize a junior safety patrol in the room. Make paper badges out of colored construction paper pasted on oak tag to give it stiffness. To become a member of the patrol tell the class about an incident where you practiced safety or saw someone else practicing safety. (The teacher will attach the badge to the child with a safety pin. The teacher may use this as a means of evaluation to see if the children understand the concept of school safety.)

4. Dramatize a little scene showing the school helpers performing their duties. Use small props such as a broom for the custodian, books for the teacher, pan or apron for the cafeteria manager, and white paper cap (with a red cross) for the school nurse. (The teacher may wish to invite another group to watch the dramatization.)

V. Enriching Generalizations

The following generalizations correlate well with this unit of study. They do not appear in the body of the unit due to the number of generalizations introduced as well as time limitations. Should the class be of such a nature that it can progress more in depth in this study, it is suggested that the teacher may wish to develop activities to help children arrive at these generalizations.

A. Interdependence is a constant factor in human relationships. The realization of self develops through contact with others. Social grouping of all kinds develop as a means of group co-operation in meeting individual and societal needs. (5)

   1. Co-operation and accomodation. Members of families and other more intimately related social groups tend to work together (co-operation) in carrying out the necessary functions of community living and attaining common goals. Those persons who cannot fully accept other members of their intimate groups, other groups, or the way of life of these groups, often make the necessary compromises or adjustments (accomodations) in order to remain in the groups or larger community and to enjoy their high priority values. (Sociology-117)

      a. In joint action persons are engaged in a function which they might well perform alone, but which they find some advantage in doing together. (Organizing and Governing-143)

B. Organized group life of all types must act in accordance with established rules of social relationships and a system of social controls. (4)

1. Societies require a system of social control in order to survive. Social control, almost entirely in primitive societies and partially at least in all societies, is secured by uncodified rules of behavior (mores and values). (Sociology-120)

    a. There are many forms of loyalty, many forms of authority, many codes of conduct, corresponding to the complexity of the society of which the citizen is a member. (Organizing and Governing-48)

    b. Every community and every type of organized group or association imposes rules on its members. (Organizing and Governing-56)

SOCIAL STUDIES UNIT

KINDERGARTEN

HOW DO WE LIVE AND WORK TOGETHER IN OUR NEIGHBORHOOD?

K.3

HOW DO WE LIVE AND WORK TOGETHER IN OUR NEIGHBORHOOD?

I. Significance of the Unit

A. Importance

The theme or center of interest for kindergarten social studies is the immediate environment with emphasis on the relationships of the neighborhood to the home and to the school. This unit emphasizes the interrelatedness of life within the neighborhood. The primary aim of this unit is to help the child understand how the home and the neighborhood are interrelated.

It is only natural that included in the kindergarten's expanding theme of the immediate environment should be a study of the neighborhood. Next to the family the neighborhood is perhaps the strongest influence on the individual child. The neighborhood is the first human environment the child explores outside of his home and it forms his cultural world until he enters school and exerts a strong influence on him during his school life. We know there is no one typical neighborhood and that the child will act differently depending upon the neighborhood he comes from. The child's reactions depend upon the accepted standards and behavior patterns of the neighborhood in which he lives. The neighborhood not only determines his behavior pattern but it can give the child status, establish his cultural level, and determine his expectations of himslef. It may even go so far as to assign him to an ethnic group because of his race, nationality, or religion. The child's attitudes are molded by the neighborhood to which he belongs and it may be the most important influence in his life.

This unit is designed to extend the interest of the child and to develop an expanding understanding of his immediate environment. Through the activities included he will gain new information concerning life in the neighborhood and see how the people in the neighborhood carry on the basic human activities necessary for living together. He will be encouraged to look for ways the people of the neighborhood help each other and to become aware of the responsibilities of the individual to the neighborhood community.

The social studies units for this grade level have been planned in such a manner that no particular sequence is necessary or desirable. This twelve-week unit is one of three planned for the kindergarten. Other units of study in kindergarten, which may precede or follow this one, include:

How Does A Family Live Together At Home?
(12 weeks)

How Do We Live and Work Together At School?
(14 weeks)

B. Geographic Significance

Through the study of this unit the kindergarten child should broaden his concept of the neighborhood and become better oriented within his community environment. He should begin to relate himself to his immediate neighborhood and its facilities. He should develop an awareness of the various street locations, directions as they relate to his individual home and places within the neighborhood, and the types and locations of the various facilities in areas surrounding the immediate neighborhood.

II. Objectives

A. Generalizations

Major generalizations selected for development in the unit are listed below as abstract and concrete statements. The abstract statements were selected from the California State Framework for the Social Studies indicating a synthesized statement of the framework followed by a supporting generalization from a social science discipline. These in turn are supported by selected Stanford Study generalizations indicating the scope area from which each was drawn.

The concrete statements are the supportive Stanford Study scope area statements reworded in terms appropriate to the kindergarten program. They are listed in the order of appearance in the unit.

1. Abstract Statements

1.1 Interdependence is a constant factor in human relationships. The realization of self develops through contact with others. Social groupings of all kinds develop as a means of group co-operation in meeting individual and societal needs. (5)

1.11 Each individual is a member of several social groups, each of which helps to satisfy his needs. The child starts life as a member of a family but soon establishes membership in a school, a neighborhood play group, a church, and other groups. As he matures, he extends his membership into a greater variety of groups. (Psychology-96)

1.111 The family is both a group with its own internal organization and a unit in the organization of the society. (Organizing and Governing-103)

1.12 Individuals generally operate as members of communities. The community has a fixed location, but its essence lies in the interaction of the persons that comprise it. They are grouped together in a locality to co-operate and compete with one another for substenance, survival, and cultural values. Modern inventions have extended and increased the communities of man. (Sociology-115)

1.121 Man is dependent on society for protection, comfort, nurture, education, equipment, opportunity, and the multitude of definite services which society provides. (Organizing and Governing-113)

2.1 People of all races, religions, and cultures have contributed to the cultural heritage. Modern society owes a debt to cultural inventors of other places and times. (4)

2.11 Interdependence has been a constant and important factor in human relationships everywhere. (History-38)

2.111 Modern means of communication and transportation make possible the dissemination of information, ideas, and goods in incredibly short time. (Transporting-369)

3.1 Through all time and in all regions of the world, man has worked to meet common basic needs and to satisfy common human desires and aspirations. (3)

3.11 Man constantly seeks to satisfy his needs for food, clothing, and shelter and his wants; in so doing he tries to adapt, shape, utilize, and exploit the earth to his own ends. Some aspects of the natural environment, however, are not significantly altered or utilized by man. (Geography-14)

3.111 Activities and forms are influenced by climate and weather. (Providing Recreation-184)

2. Concrete Statements

The encompassing generalizations for this unit have been adapted for kindergarten. They appear here in sequence as they have been developed in the unit. For reference purposes, the abstract generalization from which each was drawn has been indicated by the number following the statement.

2.1 A neighborhood is made up of families that live near one another and who are called neighbors. (1.111)

2.2 Many people assist the neighborhood by providing for its needs. (1.121)

2.3 Every neighborhood provides for the protection of the people who live in it. (1.121)

2.4 Special workers provide for the health of the neighborhood. (1.121)

2.5 Many different kinds of cars, trucks, boats and airplanes are needed to carry people and goods from place to place. (2.111)

2.6 There are many ways to communicate but the telephone, newspaper, radio, and television are the most common ways to send and receive information. (2.111)

2.7 Seasons always follow in order and have different weather conditions that have an effect on living things. (3.111)

3. Concept Words

The concepts listed below are contained in the preceding restated generalizations. The development of each concept should be assured as it relates to the larger idea of relationships among concepts.

affect
airplane
assist
boat
car
carry
common
communicate
conditions
daily
follow
goods
health
information
living
needs
neighbor
neighborhood
newspaper
protection
providing
radio
season
special
telephone
television
truck
weather
workers

B. Attitudes

Aspects of four attitudes will receive major emphasis in this unit. The attitudes of responsibility, co-operation, creativeness, and scientific attitude should be most strengthened in this unit.

1. Responsibility. Children will have opportunity to follow rules of safety on field trips, bring materials to class for use in discussions, work with others, and follow directions.

2. Cooperation. Children will be provided with opportunities to engage in planning and taking field trips, listen to others, and participate in group work.

3. Creativeness. Children will draw and paint pictures, take part in creating murals, create rhythms, and to dramatize ideas or understandings gained.

4. Scientific Attitude. Children will have experiences in observing accurately and forming a conclusion from various observations.

C. Skills

Aspects of four skills will receive major emphasis in this unit. The skills of observing accurately, participating in group undertakings, reference and communication skills, and research skills should be most strengthened in this unit.

1. Observing Accurately. Children will be provided with opportunities to observe various aspects of the neighborhood life and relate their observations to the group.

2. Participating In Group Undertakings. Children will be participating in class activities and will be a part of group undertakings, such as: dramatic play, rhythm games, walking field trips, and the like.

3. Reference and Communication Skills. Children will be provided opportunities to tell experiences in logical sequence, report orally, and to listen for general and specific information.

4. Research Skills. Children will be locating information from various sources and organizing this information into charts and diagrams.

III. Content Overview

A. The Neighborhood

1. What makes a neighborhood
2. The kinds of homes in the neighborhood
3. Where your home is located in the neighborhood

B. People Who Work in the Neighborhood

1. Who makes a neighbor
2. How neighbors help each other
3. People who serve our neighborhood

   a. Milkman
   b. Breadman or Baker
   c. Postman or Mailman
   d. Garbage Man
   e. Newsboy
   f. Grocer
   g. Service Station Man

C. Neighborhood Health and Safety

1. People who make our neighborhood a safe place

   a. Fireman
   b. Policeman

2. People who make our neighborhood a healthy place

   a. Doctor
   b. Dentist

D. Places We Go In The Neighborhood For Recreation

1. Park
2. Zoo

E. Neighborhood Transportation and Communication

1. How we travel to other neighborhoods and places

   a. Automobile
   b. Bus
   c. Trucks
   d. Trains
   e. Boats and Ships
   f. Airplanes

2. How we communicate with other neighborhoods and places
    - a. Letters
    - b. Telephone
    - c. Newspaper
    - d. Radio
    - e. Television

F. Seasons

1. How weather and seasons affect neighborhood activities of people, animals, and plants.
    - a. Fall
    - b. Winter
    - c. Spring
    - d. Summer

Generalizations	Skills and Attitudes	Content
Please note. Numbers following statements refer back to generalizations listed under Objectives II, A-2.	**Please note.** Numbers following statements refer back to attitudes and skills listed under Objectives II, B and II, C.	**Please note.** The content outline is only skeletal.
A neighborhood is made up of families that live near one another and who are called neighbros. (2.1)		What makes a neighborhood
	Observing Accurately. Children will observe for general information. (C-1)	

IV. Learning Experiences

A. Introductory Activities

Introductory activities should be considered as activities that help engender a climate and an interest in the problem of the unit. To attain these aims pupils may participate in one or more of these activities.

1. View a film (such as Audio-Visual 30) and discuss whether each street and place in the film looked alike or looked different. (The teacher may show the film a second or third time without sound and stress observing for landmarks and different items so that the children can identify where they are.)

2. Collect pictures from magazines and other sources showing different neighborhood scenes and activities. Use these to create a bulletin board.

3. Ask your father and mother to write the names of your neighbors on a piece of paper. Report to the class one neighbor's name and tell which side of your house he lives near.

B. Developmental Activities

Developmental activities are a sequence of activities that are planned to provide experiences for children to assimilate the generalizations and develop the skills and attitudes of the unit. Evaluative activities are appropriately spaced throughout this sequence.

1. Tell the class how you get to school (walk, bus, bicycle, or car) and point to the direction you come from. Name one thing you always see on the way to school. (The teacher may stress the fact that children come form different areas and that they see different things in these areas. The word "neighborhoods" can be used when referring to these areas.)

2. Collect pictures of neighborhoods, similar to the one you live in, from newspapers, magazines, and the like. Tell how the picture reminds you of your neighborhood.

3. Walk outside with the class to see how many things you can see about the neighborhood from the playground. (The teacher should have the class look in various directions and identify something specific seen in each direction.)

Generalizations	Skills and Attitudes	Content
		Kinds of homes in the neighborhood
	Participating In Group Undertakings. Children will be participating in class activities. (C-2)	
		Where your house is located
		Who makes a neighbor
	Observing Accurately. Observing for specific information and relating this to the group. (C-1)	

Learning Experiences

4. Discuss the fact that in each direction there is a different neighborhood and that we have many neighborhoods in our community.

5. Discuss the difference between trailer court neighborhoods, apartment neighborhoods, and neighborhoods where there are separate houses.

6. Plan a trip to a neighborhood near your school. Before leaving talk about the type of houses you might see and other things to look for on the trip.

7. Return to the classroom and discuss the different types of homes you saw on your trip. Tell the class how they differed from or were like your home.

8. Collect small boxes and cover them with colored paper to make a house, store, and other buildings. Arrange the buildings into a block of houses. (Evaluative)

9. Draw a picture of your own neighborhood. Take turns telling about interesting places near your home. (Evaluative)

10. Show the class which direction your house is from the school and name several places you pass on your way to school.

11. Tell the class your house number and the name of your street. (The teacher may wish to use activity 124 or 125 from the unit on the family.) (Evaluative)

12. Tell the class about an experience you have had in another neighborhood in our community. (Evaluative)

13. Listen to a record (such as Record 1) and try to identify the various sounds. Tell the class about the sounds that you hear in your neighborhood.

14. Talk about the people that live near your home and tell one interesting thing about your nearest "neighbor." (The teacher should strive to develop the concept of neighbor.)

15. Observe the people in your neighborhood on your way to and from school. Report to the class what these people were doing. (Activities might be children playing, people shopping, and the like.)

Generalizations	Skills and Attitudes	Content
		How neighbors help each other
	Creativeness. Expressing self through creative rhythms. (B-3)	
Many people assist the neighborhood by providing for its needs. (2.2)		**People who serve our neighborhood**

Learning Experiences

16. Draw or paint a picture of your favorite neighbor and tell the class why he is your favorite neighbor. (The teacher can use this activity as evaluative and may wish to use the drawings to create a bulletin board.)

17. Discuss how good neighbors greet each other, help each other, and respect each other.

18. Collect pictures of neighbors helping each other make the neighborhood attractive.

19. Ask your parents about some specific ways they have helped or have been helped by a neighbor. Make a report to the class on what you found out.

20. Create rhythms of motions used by neighbors to help each other. Such as carrying items to a neighbor, raking leaves, picking up papers, and the like. (Evaluative)

21. Discuss how you can help your classroom "neighbors" and make the school a more attractive place.

22. Draw or paint a picture of a neighbor helping another neighbor. Use these to create a large picture (mural) entitled, "We Help Our Neighbor." (Evaluative)

    Note: (Teacher should remember that parents and friends of the school can contribute to the children's experiences. Cumulative records are a source of information for the occupations of the parents. These people will be happy to act as resource people.)

23. Talk about the people in the community who help us get the things we need, such as: food, mail, fuel, and the like. (The teacher can use this as an evaluation device to see what knowledge and awareness the children have of the people who serve us.)

24. View a film (such as Audio-Visual 31) about the community helpers who come to your house and bring your family the things they need. Discuss how these people help you by bringing things to your home.

25. Collect pictures from old magazines of people in the community who help you by coming to your house. Start a class scrapbook of community helpers.

Generalizations	Skills and Attitudes	Content
		Milkman
	Reference and Communication Skills. **Child will have opportunity to report orally to the group. (C-3)**	
	Responsibility. Bringing materials to class for class discussion. (B-1)	
		Breadman or baker
	Participating in Group Undertakings. **Children will be participating in dramatic play. (C-2)**	

Learning Experiences

26. View a film (such as Audio-visual 3) and discuss how the milkman helps us. Talk about the place where he gets the milk (dairy). (The teacher may introduce such words as cow, farm, and dairy but do not go deeply into the dairy at this grade level.)

27. Tell the class how the milkman gets to your house. Discuss what type of truck he drives and how it differs from other trucks.

28. Bring pictures or examples (empty cartons) of items the milkman brings to you besides milk. (Examples might be eggs, cottage cheese, cream, butter, orange juice, and the like.)

29. Invite a milkman to visit your class and to tell you about his work. Ask him to wear his work clothes.

30. Dramatize the work of the milkman. Use play bottles or cartons and make deliveries to the playhouse. (Evaluative)

31. Discuss what you can do to help the milkman. Such as washing the bottles, putting the empty bottles out, and not leaving toys where he might fall over them.

32. Talk about the work of the breadman and how he helps us. Add his picture to the scrapbook of helpers. (The pictures added to the scrapbook might be photographs, children's drawings, or cut out from books or magazines.)

33. Collect pictures of the items the breadman brings to your house and discuss where he gets the things he brings.

34. View a film (such as Audio-visuals 16 or 36) and talk about the baker who makes the items the breadman brings to your house.

35. Tell the class how the breadman gets to your house. Discuss the type of truck he drives and decide how it differs from the milkman's truck.

36. Dramatize the work of the breadman and make deliveries in your truck to the playhouse. Build a bakery out of big blocks. The playhouse mother pays for the bread when it is delivered by the breadman. (Evaluative)

Note: (The teacher should limit the following section to the role of the mailman. The post office and letters are covered later in this unit under communication.)

Generalizations	Skills and Attitudes	Content
		Mailman or postman
		Garbage man

37. View a film (such as Audio-visuals 1 or 2) and discuss the work of the mailman and how he helps you.

38. Invite a mailman to visit the class and tell you what he does. Ask him to wear his uniform and to bring his mailbag.

39. Learn a poem about the mailman. (The teacher may wish to introduce the word "Postman" to the class.)

THE POSTMAN

The whistling postman swings along
His bag is deep and wide,
And messages for all the world
Are bundled up inside.

The postman's walking up our street;
Soon he'll ring my bell.
Perhaps there'll be a letter stamped
In Asia, who can tell?

40. Discuss how the mailman gets to your house. Does he walk? Does he have a special truck? Talk about the mail truck and how it differs from other trucks.

41. Bring a picture of a mailman at work for the "Neighborhood Helpers" scrapbook.

42. Make-believe you are the postman with a mailbag and make mail deliveries to the playhouse. Decide who you are going to deliver the mail to and how many times a day. Does the mailman come to your house every day? (Evaluative)

43. Discuss the work of the garbage man and how important it is to the neighborhood. (The teacher should stress the necessity for helpers to keep the neighborhood clean.)

44. Talk about the special truck he drives and how it helps him with his work.

45. Discuss where he takes the garbage and what is done with it. (The teacher may wish to consult the local sanitary district for information about the disposal of garbage.)

Generalizations	Skills and Attitudes	Content
		Newsboy
	Observing Accurately. Children will observe for specific information. (C-1)	
		Grocer

Learning Experiences

46. Dramatize the work of the garbage man in his special truck. Pick up the trash from the playhouse. Build a place for disposal out of big blocks; place the waste paper basket in it to catch the items.

47. Discuss what the newsboy does for you and at what time of the day he delivers the paper.

48. Invite a newsboy to visit the class and demonstrate how he folds a newspaper. Ask him to show how he throws it to reach the house.

49. Tell the class when the newsboy delivers the paper to your house. Discuss why some newsboys come in the morning and others come in the evening.

50. Watch the newsboy when he comes to your house and then tell the class if he walks or rides.

51. Collect or draw pictures of the newsboy doing his work and paste them in the scrapbook.

52. View a film (such as Audio-visual 15) and talk about the people who serve you but do not come to your home. (The teacher should introduce the grocer, druggist, and service station attendant.) (Evaluative)

53. Talk about the place you buy your food and the kinds of food you buy at the store.

54. View a film (such as Audio-visual 17) about the grocer and how he helps us.

55. Go shopping with your mother and report to the class what you saw in the grocery store.

56. Listen to the teacher read a story about the supermarket (such as Book 6) and view a film (such as Audio-visuals 34 or 35). Look for some of the things you heard about in the story of the supermarket.

57. Discuss how the grocer gets his food and the kinds of trucks that bring different supplies to the store. Describe how they are similar or different from the trucks used by the helpers who come to your house. (Evaluative)

Generalizations	Skills and Attitudes	Content
		Service station man
Every neighborhood provides for the protection of the people who live in it. (2.3)		**People who make our neighborhood a safe place**
		Fireman

Learning Experiences

58. Plan to build a store out of the big blocks and bring supplies from home for the store. (Children may bring empty cartons, cans, and the like.) (Evaluative)

59. Take turns being the grocer and his helpers (clerk, delivery man, and the like). Sell food to the playhouse family.

60. Listen to a story (such as Book 26) and discuss how the service station man helps us.

61. Tell the class how the service station man helps your family car run better.

62. Plan a gas station and garage for the classroom. Discuss what you will sell at the service station (gas, oil, tires, and the like.)

63. Discuss the use of the pump and other equipment. (The teacher should introduce new words such as: oil, tires, repair, gasoline, pump, battery, and the like.)

64. Use your classroom service station to service and repair the class play trucks and cars. Take turns operating the service station. (Evaluative)

65. Collect pictures of helpers who make your neighborhood a safe place to live. Paste these on a chart to refer to during discussions.

66. View a film (such as Audio-visual 10) and discuss how the fireman helps your neighborhood.

67. Listen to a story (such as Book 25) and discuss how the fireman's work varies, such as:

    a. At the fire station
    b. Where the fire alarms are answered
    c. When they visit schools
    d. How they help prevent fires

68. Make a mural of firemen dressed in their different working uniforms and talk about the uses of the various uniforms.

Generalizations	Skills and Attitudes	Content
		Policeman
	Scientific Observation. **Observing accurately and forming conclusions from his observations. (B-4)**	
Special workers provide for the health of the neighborhood. (2.4)		**People who help make our neighborhood a healthy place**

Learning Experiences

69. Listen to a story (such as Book 19) and dramatize the work of the fireman by using creative rhythm. Pantomime the fireman climbing the ladder, pulling his hose, rolling the hose, pulling on boots and coat, and the like.

70. View a film (such as Audio-visual 11) and discuss the use of the fire engine.

71. Invite the fireman to bring a fire engine to school. Ask him to explain all the equipment on the fire engine and to show his fire-fighting clothing to the class.

72. Plan a walk to the nearest fire hydrant and discuss where the hose is connected, why they are painted a special color, and why cars cannot park by them.

73. Build a classroom fire station with the big blocks. Drive the fire engine to and from the fire house. Discuss where the cars go when the fire engines pass. (Evaluative)

74. Discuss how the policeman helps the fireman get to the fires and at the fires. (The teacher may use this as an activity to lead into the study of the policeman.)

75. View a film (such as Audio-visual 12) and talk about the work of the policeman. Discuss how he helps keep your neighborhood safe.

76. Compare the uniform of the policeman with the uniform of the fireman and discuss how each one fits the special work the men do. (Evaluative)

77. View a film (such as Audio-visual 13) and discuss where the policeman keeps his car and motorcycle and where he gets his radio messages.

78. Collect or draw pictures of the policeman doing his various duties. Paste these in the helpers' scrapbook.

79. Tell the class how the policeman helps boys and girls. (The teacher should stress the policeman as a friend who helps children cross the street, find their way, and the like.)

80. View a film (such as Audio-visual 7) and discuss how the doctor helps us.

Generalizations	Skills and Attitudes	Content
	Reference and Communication Skills. **Telling experiences in a logical sequence. (C-3)**	
		Dentist

Learning Experiences

81. Share with the class an experience you had at the doctor's office. Tell the class about his office helpers and how they helped you.

82. Plan a walk to a doctor's office near the school or invite a doctor to visit your classroom and show you the instruments he uses.

83. Invite the school nurse to visit the class and to demonstrate how the doctor takes temperatures and listens to your heart beat.

84. Discuss how the doctor's work takes him out of his office to the hospital, accidents, and sometimes to your house.

85. Make a doctor's kit and a nurse's hat for the classroom. Take turns being the playhouse doctor and nurse to treat the playhouse dolls. (Evaluative)

86. View a film (such as Audio-visual 8) and discuss how the dentist helps you.

87. Discuss how the dentist's work differs from the doctor's work.

88. Invite the dentist to visit your classroom and to examine your teeth. Ask him to explain the proper way to take care of your teeth.

89. View a film (such as Audio-visual 9). Share with the class your visit to the dentist's office and the things you saw. Tell how the dentist's nurse helped you.

90. Collect pictures of the neighborhood health helpers and paste them in the helpers' scrapbook. Compare their uniforms with those of the other community helpers. (Evaluative)

91. Draw or paint a picture of the neighborhood helper you would like to be when you get big. Explain to the class why you would like to be that helper. (Evaluative)

92. Create a cut-out mural of the neighborhood helpers using the drawings you made to show the class. Discuss the mural and how all the neighborhood helpers make your neighborhood a better place. (Evaluative)

Generalizations	Skills and Attitudes	Content
		Places we go in the neighborhood for recreation
	Observing Accurately. Children will observe for specific information. (C-1)	
	Scientific Attitude. Children will observe pictures accurately and reach conclusions. (B-4)	**Zoo**

Learning Experiences

93. Tell the class about a place near your home that you have visited and had a good time. (The teacher may direct the sharing experience to areas further from home but in the community. Try to include a park, zoo, or some similar center of recreation.)

94. Listen to a story (such as Books 5 or 24) and discuss how you have fun in a park.

95. Plan a trip to a park near your school and look for the various ways people have fun in the park. Also look for people who help us have fun at the park. (The teacher may wish to include the caretakers, concession operators, and the like.)

96. Discuss how we can help keep the park attractive and a pleasant place to go. (The teacher should stress the individual's responsibility for putting papers and trash in the waste containers.)

97. Draw or paint pictures of people having fun in the park and tell the class about your picture. (Evaluative)

98. Think about the park you visited and try to remember whether or not it had a zoo. (The teacher should develop the concept of a small neighborhood park and a community park.) (Evaluative)

99. Examine pictures of the zoo (such as Audio-visual 49) and discuss the reason people go to the zoo. (The teacher should develop the ideas that people go to the zoo to see the animals. (Introduce such words as lion, elephant, tiger, giraffe, ape, and the like.)

100. View a film (such as Audio-visual 32) to see how the zoo is operated and how the zoo helpers care for the animals.

101. Listen to stories about the animals in the zoo (such as Books 11 and 32).

102. Look at pictures of zoo animals (such as Audio-visual 50) and discuss the difference between the zoo animals and the animals you have seen in the community.

103. Bring to class pictures of the different kinds of zoo animals. Start a chart or bulletin board about the animals we find in the zoo. (Evaluative)

Generalizations	Skills and Attitudes	Content
	Reference and Communication Skills. **Children will listen for specific information. (C-3)**	
Many different kinds of cars, trucks, boats, and airplanes are needed to carry people and goods from place to place. (2.5)		**How we travel to other neighborhoods and places** **Automobile**
	Research Skills. **Children will locate information from various sources. (C-4)**	
	Scientific Attitude. **Observing accurately and forming a conclusion. (B-4)**	**Bus**

Learning Experiences

104. Dramatize the motions of your favorite zoo animal using creative rhythms. (Evaluative)

105. Listen to a story (such as Book 16) about children visiting the zoo, and discuss the problems they had.

106. View a film (such as Audio-visual 4) about a trip to the zoo and plan a class visit to the zoo. Visit the zoo and look for things to paint or draw when you return to your classroom.

107. Create a cut-out mural about your trip to the zoo. Show how you traveled to the zoo and what you saw there. (The teacher should have a large strip of heavy butcher paper and paint a flat green with the zoo path pattern on it. The children paste their cut-out drawings on this.) (Evaluative)

108. Build a zoo in the classroom. Make cages for the various animals. Invite other children to visit your zoo. (Cages may be made from shoe boxes or oatmeal boxes using pipe cleaners or yarn for bars. Animals may be made from clay or paper.) (Evaluative)

109. Recall your trip to the zoo. Discuss the things you saw on the way to and from the zoo. Try to remember the various types of transportation you saw being used by people.

110. View a film (such as Audio-visual 18) and discuss family automobile trips to the store, doctors, mountains, and other places.

111. Collect pictures of the different types of automobiles and start a chart or bulletin board on transportation.

112. Examine a real automobile and locate the main parts of the automobile. Find such parts as the wheels, engine steering wheel, brake, lights, bumpers, horn, and the like.

113. Plan a walking trip to a busy street or highway to see the many kinds of automobiles, buses, and trucks go past.

114. Show pictures of automobiles, buses, and trucks and tell the class what they all have in common; such as: at least four wheels, an engine, need for fuel to run, a steering wheel, and the like. (Evaluative)

Generalizations	Skills and Attitudes	Content
		Truck
		Passenger trains

115. View a film (such as Audio-visual 20) and decide in what ways the bus differs from the automobile and a truck. Discuss for what purpose the bus is made.

116. View a film (such as Audio-visual 21) and discuss the things you might see if you took a bus trip.

117. Talk about the people who help make the bus trip possible. View a film about the bus driver (such as Audio-visual 37) and discuss his work.

118. Construct a bus from the big blocks and take turns being the passengers, bus driver, ticket agent, and others. (Evaluative)

119. Look at a book on trucks (such as Book 3) and discuss the many different kinds of trucks and how they are used.

120. Make a bulletin board of truck pictures and see how many different kinds you can name. (The teacher may wish to use study prints, such as Audio-visual 53, instead of cut-out pictures.)

121. View a film (such as Audio-visual 19) and make a cut-out mural of the different kinds of trucks. Collect pictures for your mural of such trucks as: (Evaluative)

    a. Milk truck
    b. Mail truck
    c. Dump truck
    d. Gasoline truck
    e. Cargo truck
    f. Cattle truck
    g. Others

122. Tell the class about the different types of trucks and the different purposes they serve. Find the type truck you are talking about on the mural and point it out. (Evaluative)

123. View a film (such as Audio-visual 22) and discuss the trains that carry people from place to place. (The teacher should introduce new words such as engineer, redcap, conductor, dining car, passengers, and ticket agent. By running the film a second time without sound you can point to the items that the new words represent.)

124. Plan a class train trip on a passenger train, but if you cannot; then view a film (such as Audio-visual 23) that tells about a child taking a train trip.

Generalizations	Skills and Attitudes	Content
		Freight trains
	Creativeness. Children will create movements to gain an understanding of the work of railroad men. (B-3)	Boats and ships
	Research Skills. Collecting information from various sources and organizing it. (C-4)	
		Tug boats

Learning Experiences

125. Discuss and look at pictures of trains that do not carry passengers. View films (such as Audio-visuals 24 and 38) and talk about the tender, boxcar, cattle car, caboose, whistle, and signal.

126. Make a train from milk cartons. Build a passenger train and a freight train.

127. Dramatize the work of the engineer, conductor, porter and the like. Make a train of classmates and move around the room. The first one in line is the engine, the second the engineer, the third the tender, and then each one is a kind of car. The last one is the caboose. (Evaluative)

128. Pantomime the loading of cargo, selling tickets, coupling and uncoupling cars, giving signals for the train to obey, and the like. (Evaluative)

129. Listen to a story (such as Book 12) about a little toy boat and its experiences on the river. (The teacher may use this as a method of stimulating interest in boats and ships by discussing the boats and ships the little boat saw on its trip.)

130. View a film (such as Audio-visuals 27 or 28) and discuss the different kinds of ships and boats. Include such ships and boats as:

    a. Passenger ships
    b. Freighters
    c. Tug boats
    d. Barges
    e. Sailboats
    f. Speedboats

131. Collect pictures of the various kinds of ships and boats. Start your own scrapbook and add to it as you learn more about ships and boats.

132. Bring different kinds of toy boats from home and tell the class about your boat. (Evaluative)

133. View a film (such as Audio-visual 56) and talk about the use of cargo ships.

Generalizations	Skills and Attitudes	Content
	Responsibility. Children will practice responsibility by working with others and bringing materials from home. (B-1)	**Harbors**
		Airplanes
	Cooperation. Participating in group work and taking turns. (B-2)	

Learning Experiences

134. View a film (such as Audio-visuals 24 or 40) and discuss the role of the "tug boat" and how it has an important job in the harbor.

135. Discuss where ships dock and how the dock is a safe place to load and unload its cargo.

136. Build a large harbor out of the small blocks. Bring toy boats from home or build block boats to use in the harbor.

137. Listen to a story about ships and harbors (such as Book 10) and add new things to your harbor. Load and unload cargo and move it from the harbor area by trucks and trains. (Evaluative)

138. Learn the work of the ship's captain, longshoremen, lighthouse keepers, and the like. Listen to a story about the work of the men who operate the ships (such as Book 18).

139. Draw or paint a picture of the kind of ship or boat of which you would like to be the captain.

140. View a film (such as Audio-visual 25) and discuss the many uses of airplanes. (The teacher should introduce such new words as airport, hangar, jet, pilot, runway, takeoff, land, wing, and the like.)

141. Create a mural of the various kinds of airplanes and the airport.

142. Make paper gliders and sail them. Discuss the main parts of the plane and the purpose of the wing and tail.

143. View a film (such as Audio-visuals 26 or 55) and construct an airport with hangars, runways, control towers, and the like.

144. Discuss the activities of various workers at the airport; such as the mechanics, ticket agents, taxi drivers, weatherman, and others.

145. View a film (such as Audio-visual 39) and discuss how a helicopter differs from other airplanes.

146. Build an airplane of big blocks and dramatize the work of the various people. Take turns being the pilot, stewardess, and others. Drive trucks to put gasoline in the airplanes and drive passengers to the airplane. (Evaluative)

Generalizations	Skills and Attitudes	Content
There are many ways to communicate but the telephone, letters, newspaper, radio, and television are the most common ways to send and receive information. (2.6)	**Responsibility. Children will bring materials to class to be used in discussion. (B01)**	**How we communicate with other neighborhoods and places** **Letters**
	Participating in Group Undertakings. Taking part in dramatic play and a class activity. (C-2)	
		Telephone
	Observing Accurately. Children will observe accurately for specific knowledge. (C-1)	

Learning Experiences

147. Discuss the sending of mail by helicopter and where the mail comes from before it gets to the airport.

148. View a film (such as Audio-visuals 14 or 33) and discuss the work of the post office.

149. Bring samples of different kinds of mail we would find in the post office. Make a chart or bulletin board display of the samples; postcards, air mail, parcel post, and the like.

150. Discuss where we mail letters and take a trip to the nearest mailbox to mail a letter. (The teacher may wish to have the class write a letter to itself and mail it in the mailbox so they can have the experience of mailing and receiving mail.)

151. Discuss how the mail gets from the neighborhood mailbox to the post office.

152. Establish a classroom post office and make a small mailbox. Pick up the mail from the box and take it to the post office. The post office can deliver it to the classroom airport to be sent away. (Evaluative)

153. Discuss why people write and send letters to others. List the other ways people send news to others. (The teacher can guide the discussion to the telephone.)

154. Discuss which is the fastest way to send a message by letter or by telephone.

155. Tell the class about your telephone at home and where it is placed in the house.

156. Collect pictures from magazines of the different styles of telephones and show the class which one is like yours.

157. Examine the telephone and learn the different parts. Such as: dial, receiver, transmitter, cord, and the like.

158. Observe the teacher as she demonstrates the proper way to dial, listen for the dial tone. Note which part you use to talk into and with which part you listen.

Generalizations	Skills and Attitudes	Content
		Newspapers
	Research Skills. Children will be locating information and organizing this in a bulletin board. (C-4)	
		Radio and television

159. Practice the proper use of the telephone by calling someone on the playhouse telephone and inviting him over to play. (The teacher should stress the proper use of the dial, speaking clearly and directly into the mouthpiece and the like.)

160. Discuss how the telephone can get us help. (If the class is mature enough the teacher may want to teach them to dial their own number and to call the operator for emergencies.)

161. Examine a newspaper and discuss the many messages it brings to us. (The teacher should use the newspaper to get the children interested in learning about it.)

162. Listen while the teacher reads you several articles in the paper. Discuss how they are different.

163. Bring to class a newsclipping from a newspaper and arrange it on the bulletin board for the class to see.

164. Discuss how newspapers help people by telling them about events that have happened, about events that are going to happen, of specials at the stores, and about how it helps them find lost articles. (The teacher may want to read a short example from the paper for the children to learn.)

165. Tell the class about your television set at home and where it is in your house. Also tell them if you have a radio in your home. (The teacher should listen to the information given so she will know what knowledge the class already has about these items.)

166. Discuss how the radio has special uses, such as enabling you to listen to music while you do other things. It, also, helps entertain you while you are riding in the car.

167. Tell the class about your favorite television program.

168. Listen to the radio and then view a television program. Discuss how they differ and how they are the same. (Evaluative)

169. Tell the class of the different kinds of programs you see or hear on your own television or radio set. (The teacher should evaluate whether or not the children know the difference between the two methods of communication.) (Evaluative)

Generalizations	Skills and Attitudes	Content
Seasons always follow in order and have different weather conditions that have an effect on living things. (2.7)		Seasons
		Fall
	Cooperation. Children will be engaged in planning a field trip. (B-2)	
	Responsibility. Children are to bring materials to class. (B-1)	

Learning Experiences

170. Listen to a book on seasons (such as Books 13 or 33) and discuss what makes a season. (The teacher should help the children to develop and understanding of the word season.)

171. Learn the names of the four seasons and ask the teacher to write the names on the blackboard. (The teacher should introduce the terms fall, winter, spring, and summer.)

172. Listen to a story (such as Book 23) and discuss the kinds of days we have during the various seasons.

173. Plan a walking trip to look for different signs that would tell us the fall season is here.

174. Prepare for the trip by reviewing a film (such as Audio-visuals 45 or 46) and talking about the signs of fall that we might see.

175. Collect leaves on the trip and save them for classroom activities.

176. Make prints of the leaves that you have collected. Place a leaf under paper and color over the top of the paper with the flat side of a crayon. Notice the various shapes and sizes of the leaves.

177. Create a leaf tree on the bulletin board; bring leaves to school to pin on the tree. (The teacher may create the "bare" tree on the bulletin board and as the children bring leaves they may pin them on the tree.)

178. Listen to a story about leaves (such as Book 4) and talk about the different trees, the sizes and shapes of the leaves, and the texture of the bark. (The teacher should very simply introduce the fact that leaves drop from most trees in the fall.)

179. Make a collection of signs of fall. Include such items as:

    a. Leaves
    b. Caterpillars
    c. Flowers
    d. Nuts
    e. Seeds
    f. Seed pods
    g. Others

Generalizations	Skills and Attitudes	Content
	Creativity. Children are creating based on their understandings. (B-3)	
	Reference and Communication Skills. Listening for general information. (C-3)	

Learning Experiences

180. Create caterpillars out of the bumps of egg cartons. Decorate them and paint them different colors. Use pipe cleaners for "feelers."

181. Invite another class to see your collection of signs of fall, and take turns telling them something about each item. (Evaluative)

182. View a film (such as Audio-visual 5) and talk about special activities that families do during the fall season; such as going to the fair, raking and burning leaves, and others.

183. Do rhythmic activities showing the motions people use when they rake leaves, carry wood, and the like.

184. Listen to stories about preparing for fall (such as Books 2 and 38) and discuss how people prepare for the winter in the fall; such as:

    a. Beginning to heat their homes
    b. Wear warmer clothing
    c. Gather in crops and food for the winter
    d. Prepare their plants and animals for winter
    e. Others

185. View a film (such as Audio-visual 47) and discuss the ways animals prepare for winter; such as:

    a. Some store food
    b. Some go to sleep
    c. Some die
    d. Some build warm houses
    e. Some go to a warmer place (migrate)
    f. Some change color
    g. Some grow a warmer coat

186. Listen to a story (such as Book 17) and talk about the places animals go for the winter.

187. Discuss how plants prepare for winter; such as:

    a. Trees rest in the fall and winter--they grow again in the spring.
    b. Leaves of some trees change color
    c. Some trees lose their leaves, others retain their leaves.
    d. Many plants die
    e. Others

Generalizations	Skills and Attitudes	Content
	Cooperation. Children are engaged in planning a field trip. (B-2)	Winter
	Cooperation. Children will listen to others explain how their individual clothing helps them. (B-2)	

Learning Experiences

188. View a film (such as Audio-visual 48) and plan a walking trip to see what changes you can see that would mean winter is here. Observe changes such as:

    a. Changes in the trees you saw earlier in the fall
    b. Wind is colder
    c. Days are shorter
    d. Different kinds of clouds
    e. Others

189. Draw or paint pictures showing how the neighborhood looks in the winter.

190. Discuss the changes that winter makes in your home; such as:

    a. More heat in homes
    b. Need for fuel (coal, wood, oil, and the like)
    c. Eat more hot foods
    d. Have more indoor activities
    e. Others

191. Show the class your winter clothing and discuss the need for heavier clothing.

192. Observe the winter birds and small animals. Plan to feed the birds and to put food out for the small animals.

193. Discuss how animals change in the winter; such as:

    a. Growing thicker fur
    b. Changing color
    c. Changing living places
    d. Some sleep (frogs, snakes, turtles, toads)
    e. Some stay around people because people feed them
    f. Others

194. Collect or draw pictures of animals in their winter homes. Tell the class about your picture. (Evaluative)

195. Discuss the way plants and trees change during the winter; such as:

    a. Many trees are bare
    b. Some trees stay green
    c. Fields are brown
    d. Some plants die
    e. Some plants rest
    f. Some plants die but the roots stay alive
    e. Others

Generalizations	Skills and Attitudes	Content

Learning Experiences

196. Listen to a story (such as Books 36 or 41) and discuss the various kinds of winter weather. (The teacher should introduce terms like rain, snow, freezing, and the like.)

197. Listen to a story (such as Books 7 or 39) and discuss the different characteristics of snow. (If snow is available, the teacher may want to melt snow and observe the changes, notice how long it takes to melt, observe the amount of dirt left after snow is melted, and the like.)

198. Look at pictures of snowflake patterns and cut free-hand patterns from white paper.

199. Draw a snowman with white chalk on blue paper.

200. Listen to a story about snow in the city (such as Book 22) and compare it with snow in the country.

201. Listen to a story (such as Book 27) and discuss winter fun. Create pictures of winter fun.

202. Discuss what people mean when they say "freezing weather." Observe how long it takes water to freeze and the changes that take place in the water.

203. Discuss why in some places it does not snow in the winter but it rains. (The teacher should not go into great depth but make the children aware of this difference. If the school is in such an area, then rain would mean winter and should be discussed as winter weather.)

204. Listen to a record (such as Record 2) or listen to a story (such as Book 20) and talk about the rain.

205. Discuss why we have rain and all the good things it does for us, such as:

    a. Waters the earth and plants
    b. Washes the air
    c. Fills the reservoirs
    d. Washes buildings
    e. Others

206. Put out a pan at the beginning of a rain and notice the amount of water in the pan at the end of an hour.

Generalizations	Skills and Attitudes	Content
	Scientific Attitude. Observing accurately and forming conclusions about the spring season. (B-4)	**Spring**
	Participating in Group Undertakings. Taking part in a walking field trip. (C-2)	
	Reference and Communication Skills. Children should listen for general information. (C-3)	

Learning Experiences

207. Examine pictures of springtime (such as Audio-visual 57) and discuss what changes we see in the spring.

208. View a film (such as Audio-visuals 41 or 42) and plan a walking trip to observe the signs that tell us this is spring, such as:

    a. Days grow warmer
    b. Days are longer
    c. Wind is sometimes mild and sometimes strong
    d. Not as many rainy days as in winter
    e. More sounds are heard
    f. More insects are seen

209. Observe cloud formations in the sky and discuss how they change.

210. Make a weather calendar and show the weather changes, such as:

    a. Cloudy days
    b. Rainy days
    c. Sunny days
    d. Windy days

211. Listen to a story about the wind (such as Book 15) and plan to take a walk to observe the things the wind is doing.

212. Make kites and try to fly them. Observe the direction of the wind and how it changes direction.

213. Discuss how people prepare for warmer weather, such as:

    a. Wear lighter clothing
    b. Store winter equipment
    c. Vary meals
    d. Make gardens
    e. More outdoor activities
    f. Use less heat in the house
    g. Others

214. Listen to a story (such as Book 40) and discuss how animals prepare for warmer weather, such as:

    a. Birds return and build nests
    b. Animals awaken
    c. Animals shed winter fur
    d. Animals have babies
    e. Others

Generalizations	Skills and Attitudes	Content
	Observing Accurately. Children are to observe plant life and relate their observations to the group. (C-1)	
	Creativenss. Children will participate in creating a mural. (B-2)	**Summer**

215. Take a walk and observe how plants and trees prepare for warmer weather, such as:

    a. Green grass
    b. Plants grow and bloom
    c. Seeds grow
    d. Leaves unfold
    e. Buds open
    f. Others

216. Paint or draw pictures of spring showing flowers, birds, trees, insects, and the like. Tell the class something about your picture. (Evaluative)

217. Create a springtime cut-out mural showing how wonderful spring is and why it is called the awakening time. (Evaluative)

218. View films (such as Audio-visuals 6, 43, and 44) and tell the class your plans for the summer.

219. Listen to stories about summer (such as Books 1, 8, 9 and 34) and discuss how summer differs from fall, winter and spring. (Evaluative)

C. Summarizing Activities

Summarizing activities should be considered as culminating activities for this unit of work which should lead to a greater understanding of the basic objectives of the unit and the generalizations developed. In addition to evaluative and summary activities presented in the body of the unit, pupils may:

1. Collect or draw pictures of the various signs of the individual seasons. Paste these pictures on a long strip of butch paper under the headings of Fall (gathering), Winter (resting), Spring (awakening), and Summer (growing). When finished it should be a complete sequence of the seasons going from fall on the extreme left to summer on the extreme right. Signs that overlap from one season involved. (This may be a continuing activity or a culminating activity at the end of the year.)

FALL (gathering)	WINTER (resting)	SPRING (awakening)	SUMMER (growing)

2. Plan to take a make-believe trip. Bring to class a toy model or a picture of the way you would like to travel (automobile, bus, truck, train, and the like). Tell the class why you would want to use this kind of transportation.

3. As a class project build from blocks, cartons, and other materials, several centers of interest. One group may build the neighborhood with stores, homes and the like. Another group a harbor with ships, docks, lighthouse, and other items associated with a port. Still another group may build an airport with the runways, planes, hangars, control tower, and other items. Some children might operate the fire house and protect the various centers of interest.

   As passengers and baggage are unloaded from the planes they get in the cars and buses that take them to their homes or to the port for a trip on the ship. The ship unloads supplies for the store which are transported by truck and train. The people in the neighborhood travel to the store for food and supplies. (The teacher should have a file of pictures which the children can refer to when they are seeking information about the items needed in their particular project.)

V. Enriching Generalizations

A. Interdependence is a constant factor in human relationships. The realization of self develops through contact with others. Social groupings of all kinds develop as a means of group co-operation in meeting individual and societal needs. (5)

1. Co-operation and accommodation. Members of families and other more intimately related social groups tend to work together (co-operation) in carrying out the necessary functions of community living and attaining common goals. Those persons who cannot fully accept other members of their intimate groups, other groups, or the way of life of these groups, often make the necessary compromises or adjustments (accomodations) in order to remain in the groups or larger community and to enjoy their high priority values. (Sociology-117)

   a. "...men are interdependent at the same time they are wholly different, and because these things are so they need community organization, policies, and laws, and the means of enforcing them." (Organizing and Governing-32)

B. Through all time and in all regions of the world, man has worked to meet common basic human needs and to satisfy common human desires and aspirations. (3)

1. Man constantly seeks to satisfy his needs for food, clothing, and shelter and his wants; in so doing he tries to adapt, shape, utilize, and exploit the earth to his own ends. Some aspects of the natural environment, however, are not significantly altered or utilized by man. (Geography-14)

    a. ...today the process of satisfying the wants of an individual is a group process, not an individual process, and.... the group extends to all corners of the earth. (Producing-445)

C. Change is a condition of human society; societies rise and fall; value systems improve or deteriorate; the tempo of change varies with cultures and periods of history. (2)

1. Many individual, social, and physical problems are influenced by changes in population. These problems may involve considerations of old age, youth, migration, war, housing, famine, employment, government, transportation, recreational activities, education, vocational opportunities, sanitation, social controls, living habits, and medical facilities. (Sociology-112)

    a. The transit equipment which is used in a particular city varies...with the size of the city. (Transporting-342)

    b. The form of an urban area...controls, in large measure, the transportation web and street pattern of a city. (Transporting-361)

SOCIAL STUDIES UNIT

KINDERGARTEN

A/V LISTING

HOW DO WE LIVE AND WORK TOGETHER AT SCHOOL?

K.2

14. Hastings, Evelyn. Pearl Goes to School. Chicago: Follett Publishing Company, 1962.

15. Hays, Wilma Pitchford. The Story of Valentine. New York: Coward-McCann, Inc., 1956.

16. Hoffman, Elaine and Jane Hefflefinger. School Helpers. Los Angeles: Melmont Publishers, Inc., 1955.

17. Howard, Mathew V. Blink the Patchwork Bunny. Minneapolis: T. S. Denison and Company, Inc., 1959.

18. Novinger, Virginia. Tommy on Time. Chicago: Albert Whitman and Company, 1952.

19. Peterson, Bettina. Thanksgiving Is for What We Have. New York: Ives Washburn, Inc., 1959.

20. Purcell, John Wallace. The True Book of Holidays and Special Days. Chicago: Children's Press, 1955.

21. Ross, Geraldine. Scat the Witch's Cat. New York: McGraw-Hill Book Company, Inc., 1958.

22. Smith, Etta May. Salute the Flag. Chicago: Albert Whitman and Company, 1946.

23. Thomas, Joan Gale. One Little Baby. New York: Lothrop, Lee and Shepard Company, Inc., 1956.

24. Wiese, Kurt. Happy Easter. New York: The Viking Press, 1952.

25. Wilson, Dorothy. The First Book of Christmas Joy. New York: Franklin Watts, Inc., 1961.

26. Zolotow, Charlotte. A Tiger Called Thomas. New York: Lothrop, Lee and Shepard Company, Inc., 1963.

B. Audio-Visuals

1. FS-1235 Jerry at School
2. FS-907 We Plan Together
3. FS-906 We Go to School
4. FS-31 Our School

SOCIAL STUDIES UNIT

KINDERGARTEN

A/V LISTING

HOW DO WE LIVE AND WORK TOGETHER IN OUR NEIGHBORHOOD?

K.3

32. Munari, Bruno. Zoo. Cleveland: The World Publishing Company, 1963.

33. Podendorf, Illa. The True Book of Seasons. Chicago: Childrens Press, 1955.

34. Shapp, Martha and Charles. Let's Find Out About Summer. New York: Franklin Watts, Inc., 1963.

35. Shapp, Martha and Charles. Let's Find Out About Fall. New York: Franklin Watts, Inc., 1963.

36. Shapp, Martha and Charles. Let's Find Out About Winter. New York: Franklin Watts, Inc., 1963.

37. Shapp, Martha and Charles. Let's Find Out About Spring. New York: Franklin Watts, Inc., 1963.

38. Tresselt, Alvin. Autumn Harvest. New York: Lothrop, Lee and Shepard Company, 1947.

39. Tresselt, Alvin. White Snow Bright Snow. New York: Lothrop, Lee and Shepard Company, 1947.

40. Tresselt, Alvin. Hi Mister Robin. New York: Lothrop, Lee and Shepard Company, 1950.

41. Zolotow, Charlette. The Storm Book. New York: Harper and Brothers, 1952.

B. Audio-Visuals

1. FS-2036	Mailman
2. FS-42	Postman
3. FS-1448	The Milkman
4. FS-3506	A Trip to the Zoo
5. FS-3507	A Trip to the Fair
6. FS-3508	A Trip to the Beach
7. FS-1445	The Doctor
8. FS-1447	The Dentist
9. FS-909	We Visit the Dentist

10.	FS-40	Fireman
11.	FS-1181	The New Fire Engine
12.	FS-43	Policeman
13.	FS-1532	Police Department
14.	FS-1535	Our Post Office
15.	FS-3002	Johnny Goes to the Store
16.	FS-44	The Baker
17.	FS-14	The Grocer
18.	FS-3102	Trip by Auto
19.	FS-1733	Trucks
20.	FS-129	Buses
21.	FS-3103	Jack's Trip by Bus
22.	FS-1732	The Passenger Train
23.	FS-3104	Mary's Trip by Train
24.	FS-1731	The Freight Train
25.	FS-1728	Airplanes
26.	FS-3101	Mary's Trip by Air
27.	FS-1730	Boats and Ships
28.	FS-3100	Trip by Ship
29.	FS-653	The Tug Boat
30.	M-510	Streets and Community
31.	M-736	Helpers Who Come to Our House
32.	M-310	The Zoo
33.	M-1050	Our Post Office
34.	M-504	Food Store

35.	M-X1308	Behind the Scenes at the Supermarket
36.	M-1141	The Community Baker
37.	M-570	Bus Driver
38.	M-1028	The Freight Train
39.	M-1634	Billy's Helicopter Ride
40.	M-569	Tugboats
41.	M-1033	Children in Springtime
42.	M-1288	Spring is an Adventure
43.	M-1293	Children in Summer
44.	M-X1289	Summer is an Adventure
45.	M-1183	Autumn is an Adventure
46.	M-1026	Children in Autumn
47.	M-1252	Animals Ready For Winter
48.	M-1046	Children in Winter
49.	SP-358	The Zoo
50.	SP-6	Baby Animals at the Zoo
51.	SP-210	The Market
52.	SP-200	Transportation
53.	SP-175	Trucks
54.	SP-141	Airport Activities
55.	SP-143	Airport Passenger Flight
56.	SP-211	Cargo Ships
57.	SP-253	Happy Springtime

Records

1.	A. 10-10	Sounds Around Us
2.	A. 10-86	Indoors When It Rains

SOCIAL STUDIES UNIT

KINDERGARTEN

A/V LISTING

HOW DOES A FAMILY LIVE TOGETHER AT HOME?

K.1

B. Audio-Visual

1.	FS-986	Our Family
2.	FS-222A	Saturday
3.	FS-2100	Good Helpers
4.	FS-989	Helping Mother
5.	FS-988	Keeping Busy
6.	FS-221	Father Works for the Family
7.	FS-1675	My Dad is a Dairy Farmer
8.	FS-1676	My Dad is a Fruit Farmer
9.	FS-1677	My Dad is a Truck Driver
10.	FS-969	Home Safety
11.	FS-970	Play Safety
12.	FS-3284	Forest Babies
13.	FS-982	Feeding the Animals
14.	FS-229	How Animals Get Food
15.	FS-227	How Animals Grow
16.	FS-711	Our Puppy
17.	FS-1577	The Parakeet
18.	FS-1579	The Kitten
19.	FS-1578	The Pony
20.	FS-1580	The Rabbit
21.	FS-975	Keeping Neat and Clean
22.	FS-3363	True Book of Health
23.	FS-3489	Homes Around the World
24.	FS-752	How Man Has Learned to Shelter Himself

25.	FS-177	Common Animals of the Woods
26.	M-99	French Children (farm family)
27.	M-98	French Canadian Children
28.	M-638	Farm Babies and Their Mothers
29.	M-920	Goldfinch Family
30.	M-X337	Family Teamwork
31.	M-1582	Father Go Away to Work
32.	M-1623	Our Family Works Together
33.	M-1247	Healthy Families
34.	M-X819	Patty Learns to Stop, Look, and Listen
35.	M-1305	Be Your Own Traffic Policeman
36.	M-1181	ABC of Walking Wisely
37.	M-758	Good Table Manners
38.	M-43	Care of Pets
39.	M-817	Mother Mack's Puppies Find Happy Homes
40.	M-410	How Billy Keeps Clean
41.	M-1047	Dress for Health
42.	M-708	Eat for Health
43.	M-33	Build Me A House
44.	M-766	New House
45.	M-1041	Shelter
46.	M-1363	Bird Homes
47.	M-57	Common Animals of the Woods
48.	SP-170	Home Activities
49.	SP-108	What We Do Day By Day

50. SP-208 Domestic Animals

51. SP-468 Forest Babies

52. SP-140 Zoo Animals

C. Songs

1. Mother's Knives and Forks. Birchard Music Series, page 10.
2. Calling Brother. Birchard Music Series, page 11.
3. A Bath. Birchard Music Series, page 10.
4. How They Go to Sleep. Birchard Music Series, page 54.
5. Our Pets. Birchard Music Series, page 60.
6. What Shall We Do When We All Go Out? Birchard Music Series, page 29.
7. Good for You. Our First Music, page 57.
8. Take Care of Them. Our First Music, page 213.
9. This Is My Sleepy Time. The Kindergarten Book, page 34.
10. Walking. The Kindergarten Book, page 46.
11. Look. Birchard Music Series, page 25.
12. Traffic Light. Birchard Music Series, page 26.
13. Driving a Car. Birchard Music Series, page 94.

YOLO COUNTY SCHOOLS LIBRARY

Woodland, California

School____________________ Bag# __________

Teacher_________________________________

Date________________ No. of books__________

Unit No. K.13

BOOK LISTINGS FOR YOUR UNITS

As you read your unit you will notice that certain book sources are referred to by "key" number. A list by this "key" number, author and title of these sources is enclosed. In addition to the "Keyed" number items we have included other books that may be appropriate to the unit.

1. The library has a schedule of your units and will be notified to make available the books for your first unit. For each succeeding unit the library will be notified after you indicate the date on which you intend to start your next unit. The books assigned to that unit will be delivered on the scheduled audio-visual delivery.

2. Return of unit to the library.

    a. The books for the unit you have finished are expected to be returned on the regular delivery schedule not later than one (1) week after the receipt of the book collection for the new unit.

    b. This in most IMPORTANT:

    The invoice for the entire collection is a card invoice. For each book in the collection you will find a salmon colored card in the manila envelope accompanying this unit.

    When you are ready to return the collection, place the proper card for each book in the pocket found inside the back cover of the book. Any cards left over will indicate to you what books are missing.

    IT IS IMPERATIVE THAT ALL CARDS BE RETURNED WITH THE UNIT--EVEN THE ONES FOR THE MISSING BOOKS. THIS UNIT CANNOT BE SENT ON TO THE NEXT SCHOOL WITHOUT THE CARD INVOICE.

    DO NOT PERMIT THE PUPILS TO WRITE THEIR NAMES ON ANY OF THE CARDS. THEY ARE NOT BOOK CARDS.

THE ACCOMPANYING BOOK LISTINGS MUST BE RETURNED WITH YOUR UNIT.

VI. Materials

The books and audio-visual aids referred to in the body of the unit are numbered. The other titles may be used for enrichment.

A. Books

1. Adelson, Leone. *All Ready For Summer*. New York: David McKay Company, Inc., 1956.
2. Adelson, Leone. *All Ready For Winter*. Eau Claire, Wisconsin: E. M. Hale and Company, 1952.
3. Alexander, Anne. *ABC of Cars and Trucks*. Garden City, New York: Doubleday and Company, Inc., 1956.
4. Bancroft, Henrietta. *Down Came the Leaves*. New York: Thomas Y. Crowell Company, 1961.
5. Bauer, Helen. *Good Times at the Park*. Los Angeles: Melmont Publishers, Inc., 1954.
6. Bendick, Jeanne. *The First Book of Supermarkets*. New York: Franklin Watts, Inc., 1954.
7. Branley, Franklyn M. *Snow is Falling*. New York: Thomas Y. Crowell Company, 1963.
8. Brown, Margaret Wise. *The Summer Noisy Book*. New York: Harper and Brothers Publishers, 1951.
9. Brown, Margaret Wise. *The Seashore Noisy Book*. New York: Harper and Brothers Publishers, 1941.
10. Carter, Katharine. *The True Book of Ships and Seaports*. Chicago: Childrens Press, 1963.
11. Colonius, Lillian, and Glenn W. Schroeder. *At the Zoo*. Los Angeles: Melmont Publishers, Inc., 1953.
12. Crampton, Gertrude. *Tootle*. New York: Golden Press, 1946.
13. Darby, Gene. *What is a Season?* Chicago: Benefic Press, 1960.
14. Dudly, Ruth H. *At the Museum*. Los Angeles: Melmont Publishers, Inc., 1959.

15. Ets, Marie Hall. Giberto and the Wind. New York: The Viking Press, 1963.

16. Everson, Dale. Mrs. Popover Goes to the Zoo. New York: William Morrow and Company, 1963.

17. Fisher, Aileen. Where Does Everyone Go? New York: Thomas Y. Crowell Company, 1961.

18. Greene, Carla. I Want to be a Ship Captain. Chicago: Childrens Press, 1962.

19. Green, Carla. I Want to be a Fireman. Chicago: Childrens Press, 1960.

20. Goudey, Alice E. The Good Rain. New York: Aladdin Book, 1950.

21. Goudey, Alice E. The Day We Saw the Sun Come Up. New York: Charles Scribner's Sons, 1961.

22. Hader, Berta and Elmer. Snow in the City. New York: The MacMillan Company, 1963.

23. Hastings, Evelyn. All Kinds of Days. Los Angeles: Melmont Publishers, Inc., 1955.

24. Hastings, Evelyn. Playground Fun. Los Angeles: Melmont Publishers, Inc., 1955.

25. Hefflefinger, Jane, and Elaine Hoffman. Firemen. Philadelphia: J. B. Lippincott Company, 1956.

26. Hurd, Edith and Clement. Mr. Charles' Gas Station. Philadelphia: J. B. Lippincott Company, 1956.

27. Keats, Eara Jack. The Snowy Day. New York: The Viking Press, 1962.

28. Leaf, Muro. Safety Can be Fun. New York: J. B. Lippincott Company, 1961.

29. Lenski, Lois. The Little Auto. New York: Henry Z. Watck, Inc., 1934.

30. McCall, Edith S. Bucky Button. Chicago: Beckley-Cardy Company, 1953.

31. McCall, Edith S. The Buttons at the Zoo. Chicago: Beckley-Cardy Company, 1954.

32. Munari, Bruno. Zoo. Cleveland: The World Publishing Company, 1963.

33. Podendorf, Illa. The True Book of Seasons. Chicago: Childrens Press, 1955.

34. Shapp, Martha and Charles. Let's Find Out About Summer. New York: Franklin Watts, Inc., 1963.

35. Shapp, Martha and Charles. Let's Find Out About Fall. New York: Franklin Watts, Inc., 1963.

36. Shapp, Martha and Charles. Let's Find Out About Winter. New York: Franklin Watts, Inc., 1963.

37. Shapp, Martha and Charles. Let's Find Out About Spring. New York: Franklin Watts, Inc., 1963.

38. Tresselt, Alvin. Autumn Harvest. New York: Lothrop, Lee and Shepard Company, 1947.

39. Tresselt, Alvin. White Snow Bright Snow. New York: Lothrop, Lee and Shepard Company, 1947.

40. Tresselt, Alvin. Hi Mister Robin. New York: Lothrop, Lee and Shepard Company, 1950.

41. Zolotow, Charlette. The Storm Book. New York: Harper and Brothers, 1952.

B. Audio-Visuals

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2.	FS-42	Postman
3.	FS-1448	The Milkman
4.	FS-3506	A Trip to the Zoo
5.	FS-3507	A Trip to the Fair
6.	FS-3508	A Trip to the Beach
7.	FS-1445	The Doctor
8.	FS-1447	The Dentist
9.	FS-909	We Visit the Dentist

YOLO COUNTY SCHOOLS LIBRARY

Woodland, California

School________________________ Ba #__________

Teacher____

Date________________ No. of books__________

Unit No. K. 2

BOOK LISTINGS FOR YOUR UNITS

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THE ACCOMPANYING BOOK LISTINGS MUST BE RETURNED WITH YOUR UNIT.

VI. Materials

The books and audio-visual aids referred to in the body of the unit are numbered. The other titles may be used for enrichment.

A. Books

1. Bauer, W. W., and others. Just Like Me. Curriculum Foundation Series. Chicago: Scott, Foresman and Company, 1957.

2. Brown, Margaret Wise. The Golden Egg. New York: Golden Press, 1947.

3. Buchheimer, Naomi. Let's Go To A School. New York: G. P. Putnam's Sons, 1957.

4. Burkhart, Richard W., and Ann G. McGuinness. Our Day. Chicago: Beckley-Cardy Company, 1952.

5. Burkhart, Richard W., and Ann G. McGuinness. Our Home and School. Chicago: Beckley-Cardy Company, 1954.

6. Burnett, Bernice. The First Book of Holidays. New York: Franklin Watts, Inc., 1955.

7. Dalgliesh, Alice. The Thanksgiving Story. New York: Charles Scribner's Sons, 1954.

8. Duvoisin, Roger. The Christmas Whale. Eau Claire, Wisconsin: E. M. Hale and Company, 1945.

9. Felt, Sue. Contrary Woodrow. Garden City, New York: Doubleday and Company, Inc., 1958.

10. Foster, Doris Van Liew. Tell Me Mr. Owl. New York: Lothrop, Lee and Shepard Company, Inc., 1959.

11. Friedrich, Priscilla and Otto. The Easter Bunny That Overslept. New York: Lothrop, Lee and Shepard Company, Inc., 1957.

12. Gumplo, Alice Caldwell. Our School Playhouse. Los Angeles: Melmont Publishers, Inc., 1955.

13. Hage, M. K., and Robert H. Ryan. How Schools Help Us. Chicago: Benefic Press, 1962.

14. Hastings, Evelyn. Pearl Goes to School. Chicago: Follett Publishing Company, 1962.

15. Hays, Wilma Pitchford. The Story of Valentine. New York: Coward-McCann, Inc., 1956.

16. Hoffman, Elaine and Jane Hefflefinger. School Helpers. Los Angeles: Melmont Publishers, Inc., 1955.

17. Howard, Mathew V. Blink the Patchwork Bunny. Minneapolis: T. S. Denison and Company, Inc., 1959.

18. Novinger, Virginia. Tommy on Time. Chicago: Albert Whitman and Company, 1952.

19. Peterson, Bettina. Thanksgiving Is for What We Have. New York: Ives Washburn, Inc., 1959.

20. Purcell, John Wallace. The True Book of Holidays and Special Days. Chicago: Children's Press, 1955.

21. Ross, Geraldine. Scat the Witch's Cat. New York: McGraw-Hill Book Company, Inc., 1958.

22. Smith, Etta May. Salute the Flag. Chicago: Albert Whitman and Company, 1946.

23. Thomas, Joan Gale. One Little Baby. New York: Lothrop, Lee and Shepard Company, Inc., 1956.

24. Wiese, Kurt. Happy Easter. New York: The Viking Press, 1952.

25. Wilson, Dorothy. The First Book of Christmas Joy. New York: Franklin Watts, Inc., 1961.

26. Zolotow, Charlotte. A Tiger Called Thomas. New York: Lothrop, Lee and Shepard Company, Inc., 1963.

B. Audio-Visuals

1. FS-1235 Jerry at School

2. FS-907 We Plan Together

3. FS-906 We Go to School

4. FS-31 Our School

School________________ Bag#____________

YOLO COUNTY SCHOOLS LIBRARY

Woodland, California

Teacher__________________________________
Date________________No. of Books__________
Unit No. K,1

BOOK LISTINGS FOR YOUR UNITS

As you read your unit you will notice that certain book sources are referred to by "key" number. A list by this "key" number, author and title of these sources in enclosed. In addition to the "keyed" number items we have included other books that may be appropriate to the unit.

1. The library has a schedule of your units and will be notified to make available the books for your first unit. For each succeeding unit the library will be notified after you indicate the date on which you intend to start your next unit. The books assigned to that unit will be delivered on the scheduled audio-visual delivery.

2. Return of unit to the library.

   a. The books for the unit you have finished are expected to be returned on the regular delivery schedule not later than one (1) week after the receipt of the book collection for the new unit.

   b. This is most IMPORTANT:

   The invoice for the entire collection is a card invoice. For each book in the collection you will find a salmon colored card in the manila envelope accompanying this unit.

   When you are ready to return the collection, place the proper card for each book in the pocket found inside the back cover of the book. Any cards left over will indicate to you what books are missing.

   IT IS IMPERATIVE THAT ALL CARDS BE RETURNED WITH THE UNIT--EVEN THE ONES FOR THE MISSING BOOKS. THIS UNIT CANNOT BE SENT ON TO THE NEXT SCHOOL WITHOUT THE CARD INVOICE.

   DO NOT PERMIT THE PUPILS TO WRITE THEIR NAMES ON ANY OF THE CARDS. THEY ARE NOT BOOK CARDS.

THE ACCOMPANYING BOOK LISTINGS MUST BE RETURNED WITH YOUR UNIT.

VI. Materials

The books and audio-visual aids referred to in the body of the unit are numbered. The other titles may be used for enrichment.

A. Books

1. Bannon, Laura. The Best House in the World. Boston: Houghton Mifflin Company, 1952.
2. Barker, Melvern. Different Twins. Philadelphia: Lippincott, 1957.
3. Blough, Glenn. Who Lives in This House? New York: McGraw and Hill, 1957.
4. Bradbury, Bianca. One Kitten Too Many. Boston: Houghton Mifflin Company, 1952.
5. Hanna, Paul. Peter's Family. Chicago: Scott Foresman and Company, 1942.
6. Hefferman, Helen. Girls and Boys at Home. San Francisco: Harr Wagner Publishing Company, 1955.
7. Hoffman, Elaine. About Family Helpers. Chicago: Melmont Publishers, Inc., 1954.
8. Lenski, Lois. The Little Family. Garden City, New York: Doubleday and Company, Inc., 1932.
9. McIntire, Alta. Working Together. Chicago: Follett Publishing Company, 1954.
10. Moore, Clyde B. Working and Playing. Indianapolis: Bobbs-Merrill and Sons, 1957.
11. Thomas E. Stories About Linda and Lee. Boston: Ginn and Company, 1962.
12. Wann, Kenneth D. Learning About Our Families. Rockleigh, New Jersey: Allyn and Bacon, 1962.
13. Williams, Garth. Baby Animals. New York: Golden Press, 1952.